



LITERACY POLICY

2026-27

Headteacher Signature:

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Chair of Governors Signature:

A handwritten signature in blue ink, appearing to read 'Rover', is written over a light blue rectangular background.

Date: September 2026

Date of next review: September 2027



SOUTHWICK COMMUNITY PRIMARY SCHOOL & NEW BEGINNINGS NURSERY

LITERACY POLICY – SEPTEMBER 2026

Our approach to English:

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- English Early Learning Goals
- Primary English Curriculum
- Planning
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This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework, the National Curriculum and Chris Quigley's Essentials Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This policy refers to Read, Write, Inc. as our chosen programme and as such, should be read in conjunction with School Policy on the Teaching of Phonics.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and English by equipping pupils with a strong command of the spoken and written



language, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose
- Make progress to becoming a correct speller, using neat legible joined handwriting;
- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Make fair critical responses about their own English work, that of their peers and that of popular authors and poets;
- Reach their full potential by extending their work in each of the above areas of the curriculum.

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the 2014 National Curriculum Programmes of Study, Little Wandle Phonics and Chris Quigley Essentials Curriculum.

Teaching

A range of teaching approaches are used in school. In the Foundation Stage teaching is either whole class, individual or small group. In addition, the children learn through directed and self-initiated play. Their Phonics teaching is taught through Little Wandle Phonics.

Each teacher follows a teaching sequence for English lessons, which are based on a 3-week period. This begins with a hook, looks at the grammar needed for the specific genre, and includes the reading of high-quality texts and the picking out of key features. It moves onto drafting, editing and re-drafting. Each piece of writing has a clear purpose that ALL children are aware of. Children are encouraged to read their work out loud and/or share it with others.

English lessons are 60 minutes long with additional time planned each day for phonics/spellings, reading, and grammar and handwriting activities.

Teaching can be individual, small group or whole class depending on the area of study.



Guided Reading sessions take place outside the English session at a time suited to each class' timetable. We follow VIPERS as our reading skills throughout school and staff choose high quality texts linked to Topics and level, with the aim of appropriate challenge being the key. Children get the opportunity to listen to their teacher read every day, they also get the opportunity to read independently and/or in a group. Children are encouraged to read at home every night and parents are encouraged to provide comments about their child's reading.

The Little Wandle Phonics programme is taught throughout Early Years and Key Stage 1 and to pupils who need extra support in Key stage 2.

English Early Learning Goals: Expected Outcomes

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

In Nursery, children are taught the Little Wandle Foundations Phonics programme; These specific programmes are used alongside the Kirsty Paige Launch Pad to English. Children then begin the main school programme in Reception.

We ensure children repeat and recap all aspects to ensure they are confident in these pre-phonics skills and have a deep understanding of all aspects before moving on. Staff and children also access the Talk Boost Programme alongside Kirsty Paige's Launch Pad to English. Children must be confident in accessing all of the pre-phonics skills before a more formal phonics approach is started. All children in the phase receive a home reading book. Nursery children take a picture book home to share with parents and Reception children take a phonics scheme book home along with a sharing story. This book reflects the child's current academic level. For some children it may be a picture book where they have to use their vocabulary to create their own story. For those children who are accessing the Little Wandle programme they will receive a reading book matched to their phonic ability, once they know they are confident in reading a set number of sounds.

We ensure that the synthetic phonics method of teaching letter sounds is done in a fun and multi-sensory way. Pupils learn how to use the letter sounds to read and write words. This scheme will also be used to increase the learning styles catered for. Pupils will learn how to



form letters as soon as they are able to control a pencil adequately. Time in our early year's classrooms is spent in reinforcing the manipulative skills needed to form each letter singularly. If children are not ready for pencils, sand writing and playdoh are used to form sounds.

Primary English Curriculum

The English programme of study (2014) is based on 4 areas:

Spoken language

Reading

Writing

Spelling, grammar, punctuation and vocabulary

The 2014 National Curriculum is divided into 3 Key stages:

Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The 2014 National Curriculum, gives detailed guidance of what should be taught at each Key stage under the following headings. Spoken language Reading - word reading, comprehension Writing – transcription, spelling, handwriting and presentation, composition Grammar and punctuation.

Pupils start the Little Wandle Phonics Programme from Reception, working through at their own level and pace within Year 1 and into Year 2. Within Year 2, we aim for pupils to have achieved the standards within the Phonics Programme and use the strategies learnt in their independent learning. Some pupils may still work on the Phonics programme within Year 2 and into Key Stage 2 if this is relevant to their learning.

Planning

It is the responsibility of the class teacher to plan work for their pupils in the year group that they teach. Planning is based on EYFS Framework National Curriculum and the National Curriculum.

Teaching staff oversee all planning for all groups. English is taught both as a discrete subject and cross curricular. English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as content or stimulus for speaking, listening, reading and writing. All curriculum areas will involve some aspects of English. Reading should be taught in ALL subjects.

Assessment and Record

Keeping Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their



progress and make informed decisions about planning for the next steps of learning.

Assessment is on a continuous basis, taking into account the children's work throughout the year. Attainment and progress is tracked termly using Chris Quigley Milestones:

Basic: Following instructions, modelling, explaining, acquiring, refining, high level support

Advancing: Decision making, reminding, guiding, applying, practising, medium level of support

Deep: Multi-steps – more than one outcome, justification, coaching, probing, deepening, extending, low level of support.

Milestone 1: Year 1 and 2

Milestone 2: Year 3 and 4

Milestone 3: Year 5 and 6

This assessment system shows both the breadth and depth of learning and is used to track children's progress and attainment. Work is monitored by the class teacher, English Lead, SLT and Phase leaders to assist in planning for future work to meet the needs of the children.

A scrutiny of work of all groups is carried out across the school with feedback given to individual teachers and assistants.

Little Wandle assessment activities are used on a daily, weekly and termly basis.

Reading age and development is supported by 'Accelerated Reader', children begin this programme at the end of Year 2. They are given a star reading age and then choose appropriate, coloured books. The class teacher and English Lead monitor this.

Reporting

All parents receive an annual written report on which there is a summary of their child's effort and progress in reading and writing over the year. At the end of KS1 and KS2, each pupil's level of achievement against national standards is included as part of their annual written report.

Parents also meet with their child's class teacher twice a year. This time is used to discuss current attainment and future targets that can also be supported at home.

Homework and Extra-Curricular

All children in KS1 and KS2 are expected to read each evening and to make a comment in their reading record book. Each week children have spellings to learn and will have additional English homework.

Children are encouraged to read at home every night and parents are encouraged to provide comments about their child's reading.



There is a Parent/Child Reading Club available at school, where parents are taught a range of strategies and techniques to support their child with reading at home.

Parents are invited into school to take part in a variety of Reading and Writing Workshops throughout the academic year.

In School Initiatives

Children are encouraged to take part in a writing and reading competitions throughout the academic year.

ALL children take part in a School Reading Initiative, where teachers and parents provide children with the opportunities to read as much as they can.

Children have the opportunity to become a Reading Ambassador and/or a Reading Buddy in school, which once again promotes the profile of reading.

There are also a number of National and International reading and writing competitions that children will be involved in.

Special Educational Needs and Disability

All children receive high quality inclusive teaching. Where possible, we aim to fully include SEND pupils in the daily English lessons so that they benefit from quality first teaching as well as high levels of individual support and participating with other children in demonstrating and explaining their methods.

There are high expectations for all pupils. Resources are provided to encourage children to learn independently and support their learning. Specialist resources are also used, where appropriate.

When planning, teachers will address the child's needs through simplified, extended or modified tasks. Support staff are deployed effectively to support, extend and challenge children in their learning.

Some pupils experience learning difficulties, which affect their progress in English. Class teachers are responsible for trying to pinpoint any difficulties, so that through early intervention these pupils can be helped.

Where pupils are shown to be experiencing difficulties and under-achieving over a period of time, class teachers monitor problems closely. Parents/Carers are consulted and, if possible, support given with advice on reading at home and learning key words.

Pupils with special educational needs should have full access to the English curriculum. For children with Education Health and Care Plans, staff need to consider provision and



classroom support for English activities. Within the framework of the National Curriculum, children of all ages and abilities are catered for.

More Able and Talented

Teachers' planning is differentiated and provides challenge for more able pupils. Having determined the pupils' needs, by monitoring and assessing their work, we plan for differentiation, varying our expectations and outcomes with the abilities of the children, thus ensuring steady progress is made.

Activities are structured to ensure success for all children, allowing more able children to undertake work of a more challenging nature where appropriate.

Equal Opportunities

At Southwick Community Primary School, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the English Curriculum regardless of their race, gender, cultural background, religion or belief, ability, physical or sensory disability, sexual orientation or identity. Equality of opportunity is essential in this curriculum area as it provides pupils with access to other curriculum areas in the primary years and in the future.