



## Literacy

*Enjoy, Believe, Achieve*



## Intent

At Ferncumbe, we view the acquisition of language skills to be of the utmost importance and the teaching of English is given the highest priority. Reading and writing is integral to our children's whole learning experience and we aim to engage and inspire pupils through our teaching of English.

Our aim is to enable pupils to confidently communicate their knowledge, ideas and emotions through the spoken word and their writing. We want to inspire every child to develop a love of reading which will help them to develop empathy with others, deepen their understanding of the English language and to learn about the diversity of the wider world.

We aim for all pupils to:

- Read and write with confidence, clarity and imagination
- Develop a broad vocabulary through reading a variety of high-quality texts
- Develop their imagination, creativity, expressive language and critical awareness
- Understand how to write in a range of genres for a variety of purposes and audiences
- Understand and apply their knowledge of phonics, spelling, grammar and punctuation
- Plan, draft, edit and improve their own work and learn, with high expectations of themselves, how to self- and peer-assess writing
- Take pride in the presentation of their work, using the handwriting they have been taught
- Reach their full potential as readers and writers and to feel proud of their achievements

## Implementation

Reading and writing at Ferncumbe is taught and celebrated in a variety of ways across the school. Wherever possible, we aim to create cross-curricular links and for literacy tasks to have a real-world purpose. A range of inspiring, high-quality texts form the spine of our English curriculum, which incorporates all the key aspects detailed in the 2014 Primary National Curriculum.

## Speaking and Listening

We believe that speaking and listening is the foundation of all learning in English and we create and encourage opportunities for developing children's oracy. Through conversations and discussions, pupils learn to speak clearly to convey their ideas and have the confidence to be inquisitive and to share their thoughts and opinions. Adults in school consistently model the correct use of the English language and expose children to a broad and ambitious range of vocabulary.

## Reading

We are dedicated to enabling all children to become confident and fluent readers, regardless of their background, needs or abilities. Our priority is both the teaching of reading skills and fostering a culture of reading for pleasure, inspiring an appreciation of our rich and varied literary heritage.

We use a rigorous, systematic synthetic phonics programme (Read Write Inc.) to teach phonics and for phonics intervention. As children begin to read, they focus on decoding using their phonic knowledge and as they become increasingly fluent readers, we use VIPERS to develop their comprehension skills: Vocabulary, Infer, Predict, Explain, Retrieve and Sequence (KS1) or Summarise (KS2). As children learn to read, they practise their skills using Read Write Inc reading scheme books matched to the sounds they have already been taught. Children in KS1 also have access to a wide range of banded reading books which they are encouraged to borrow to read for pleasure or as a book to share with family at home.

We believe that a range of high-quality literature is key to motivating children to read and to develop their vocabulary and cultural capital. Adults model fluent and expressive reading when sharing an engaging range of fiction and non-fiction texts.

At Ferncumbe, we encourage children to read for pleasure and ensure they have access to a broad range of literature in their classrooms and in the school library. Our Reading Passport scheme encourages pupils in KS2 to read widely from a range of genres. Each year group has a recommended reading list which features a diverse range of fiction, non-fiction and poetry from a range of authors. The library squad regularly update and refresh displays of featured books in the library and enjoy recommending books to other children.

## Writing

Children at Ferncumbe are encouraged to take pride in their writing and our aim is for children to be able to write clearly and accurately to express themselves and to be able to adapt their language and style for a range of contexts. Literacy units are planned around a high-quality text often linked to the topic being studied. When appropriate, these units are taught using Focus English. Lessons are carefully planned and sequenced to support the whole writing process. The following structure is typically followed:

- Read it and enjoy it - children read and enjoy the text as the writer intended.
- Rip it - guided by the teacher, pupils identify the features of the text particular to the relevant genre which helps to generate the success criteria for their own writing.
- Rehearse it - structured planning following modelling from the class teacher, may include showing a WAGOLL to help pupils see what they are aiming for.
- Write it - using their plan, pupils independently complete their writing.
- Review it - pupils re-read their writing, editing and improving their work in purple pen and assess their writing against the agreed success criteria.

Fiction, non-fiction and poetry texts are covered each term, offering opportunities of writing for a variety of purposes. Wherever possible, writing is made meaningful by being planned for a specific purpose or in response to

a particular experience. Strategies for teaching writing at Ferncumbe include modelling writing, shared writing, guided writing and independent writing. Engaging hooks for learning are used as well as drama to engage children and to explore creative ideas.

Transcription skills needed for writing such as spelling, punctuation and grammar are taught in context through our English curriculum wherever possible. These skills are frequently revisited to ensure pupils continue to apply curriculum content that has previously been taught.

Ferncumbe uses Letter-join to teach the important skill of handwriting. Handwriting is a cross-curricular skill and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met. Children will start writing using a soft pencil and when fine motor skills have been developed to produce neat cursive writing, a handwriting pen can be used.