



La Houquette Primary School - Literacy Policy

La Houquette Vision

Happy Learning Partnership

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

Intent

At La Houquette we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We believe reading, the development of those all important comprehension skills, and the acquisition of vocabulary, is the key to all learning and we therefore surround children in a vocabulary and text-rich environment. We also recognise the importance of nurturing a culture where children take pride in their writing, can write clearly, accurately, with automaticity, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and become young people who can use discussion to communicate clearly.

Reading

Intent

To foster a lifelong love for reading while ensuring every student develops the mechanical fluency and deep comprehension necessary to access the full breadth of the curriculum. The goal is to move students from "learning to read" to "reading to learn" by the end of Key Stage 2.

Implementation

Phonics & Fluency: Systematic Synthetic Phonics (SSP) instruction in early years using Little Wandle, transitioning to fluency-building exercises. Year 2 moves from these to the Little Wandle Fluency books, when the children are ready. This prepares them for the WCGR approach in KS2.

Reading squads: Reading Squads are used in KS1 three times a week. Every child is reading in a group with an adult. The structure of the week is (1) decoding (2) prosody (3) comprehension. This model is also followed in Reception.

Diverse Text Exposure: Curating classroom libraries that reflect diverse cultures, genres, and complex themes.

Guided & Whole-Class Reading: Targeted sessions focusing on inference, prediction, and vocabulary acquisition. KS2 follows a whole class guided reading approach where all children read the same book. Reading in KS2 includes choral, echo and paired reading. Prosody is a priority and taught explicitly. The children are given some key vocabulary prior to the reading. Understanding is checked through questions and a variety of written tasks.

Home-School Links: Structured reading logs and "Reading Events" to engage parents in the reading journey.

Class reader: Each class has an ongoing class reader turning what can be a solitary activity into a collective experience allowing access for all to high quality literature.

LALSIT: Children may receive extra support from our Literacy Intervention Teacher for reading if the ALNCO feels it would be beneficial.

Cultural capital: Allowing children access to a whole range of worlds and knowledge.

Wellbeing: Each morning every class reads enabling children to reduce stress and improve empathy, allowing children to "live" lives different from their own and creating a calm relaxing atmosphere to start the day.

Impact

Our Literacy lead and SLT regularly monitor, evaluate, and review reading teaching, celebrating and sharing good practice. Formative assessments are integrated into everyday teaching to ensure teachers have an in-depth knowledge of the children's learning, and these inform the next steps for every child. Language link is used in Early Years to ensure we provide support where needed early in a child's school career.

We track the impact in the following ways:

Quantitative Data: Using GL reading assessment we aim for Achievement of the "Expected Standard" or "Greater Depth". Phonics screening to assess phonics fidelity and rapid decoding. YARC is used by our LALSIT to track progress.

Engagement: High library turnover rates and student participation in book-related events like world book day

and whole family reading events to capture the magic of reading.

Accessibility to academic learning: Children being able to access the whole curriculum through their reading abilities.

Writing

Intent

To develop writers who are both technically accurate and creatively brave. Children will learn to manipulate language for specific audiences and purposes, using writing as a tool for both self-expression and critical thinking.

Implementation

The Writing Process: We scaffold the journey from 'Drawing club' to "Talk for Writing" and planning to drafting, editing, and publishing.

Sentence knowledge: We follow a sentence knowledge curriculum with writing planned to enable children to apply that knowledge. We follow a 5 week cycle - 2 week sentence structure, 2 week modelled writing, 1 week independent writing.

Disciplinary Writing: We teach children skills to ensure they can write for purpose - write like a Scientist, Historian and Geographer.

Grammar & Punctuation: Explicit teaching of SPAG (Spelling, Punctuation, and Grammar) integrated into meaningful writing tasks rather than isolated drills.

Visual Stimuli: Using images and multimedia to spark imagination and generate ideas for creative pieces.

Impact

We use:

Portfolios: Evidence of progress in pupil's books, showing a clear evolution from phonetic attempts to sophisticated, multi-clause sentences.

No more marking: This is submitted yearly and classes complete independent writes once a term. This data shows continual progression and improvement.

Pupil Voice: Children can articulate *why* they chose a specific tone or vocabulary word for a specific audience.

Disciplinary: Evidence seen across all subjects as pupils use the skills they have learnt and begin to write in the appropriate style with audience awareness -children can 'write like a scientist' or 'write like an historian'.

Editing: Children are confident to edit their writing and can identify weak areas and upgrade them. Children are able to correct spellings and grammatical errors and children become increasingly accurate.

Writing ladders: These show the progress children are making and are updated every half term.

Speaking and Listening

Intent

To build the "oracy" skills required for social success and academic depth. By prioritising the ability to talk, we provide children with the foundations for thinking, debating, and collaborating effectively in a modern world.

Implementation

The following formats are used to facilitate all areas of speaking and listening:

Formal Platforms: Utilising Class Council to practice formal debate, public speaking, and democratic participation.

Collaborative Learning: Structured group tasks using the Kagan Toolkit that require active listening, turn-taking, and the synthesis of others' ideas.

Vocabulary Modeling: Teachers explicitly modeling high-level vocabulary (e.g., "I disagree because..." or "To build on your point...").

Drama & Role Play: Using performance to explore perspective and emotional intelligence.

Impact

We measure the impact by formatively assessing:

Confidence Levels: Observed increases in student confidence during assemblies and classroom presentations.

Dialogue Quality: Classroom observations showing students moving beyond one-word answers to reasoned, justified explanations.

Respectful conversations: Measured through reduced conflict in the playground as children use "words first" to resolve issues.

Review date: Autumn 2026

