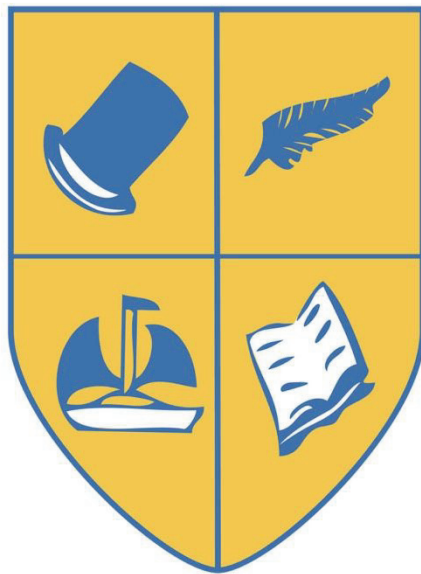


Literacy, Languages and Communication Policy



September 2025

Intent

At Neyland Community School we believe that English and the teaching of English is the foundation of our curriculum. We believe that language and English is fundamental to the overall development of the child and their access to the curriculum in all its aspects. Our aim is to ensure that every single child progresses in the areas of reading, writing, speaking and listening, **is equitable for disadvantaged learners and leads to them catching up with non-disadvantaged peers** and that they leave Year 6 with the skills to become lifelong learners.

We ensure that English is not only taught as a discrete subject but that it is embedded throughout the curriculum. We believe that our children will learn best when given the opportunity to apply their skills across the entire curriculum in rich, varied and **equitable** ways, with opportunities to consolidate and reinforce those skills.

We aim to promote a love of reading, creative writing and purposeful speaking and listening, not only to support their learning but also to enrich their lives. We encourage all pupils to take pride in their work and develop a neat, legible handwriting style as they progress through the school. We give pupils opportunities to write in a range of contexts and for a range of purposes and audience.

Throughout their time in Neyland Community school all children will be supported and encouraged to achieve their personal best.

Aims of policy:

- To promote a positive attitude towards Reading, Writing, Speaking and Listening.
- To ensure pupils have access to a broad, balanced and creative curriculum.
- To provide clear and consistent teaching throughout the school **that is equitable for RADY learners.**
- To ensure that all children, of all abilities, are provided with a curriculum that challenges them and **is equitable for disadvantaged learners which leads to them catching up with non-disadvantaged peers.**

Objectives: Pupils at Neyland Community School will leave Year 6

- Being able to communicate effectively and confidently.
- With a love of reading.
- Being able to read and write with confidence, fluency and with good understanding.
- Being able to write in a variety of styles, adapting their language so that it is appropriate to the context, purpose and audience.
- Being able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- Being able to listen and respond to the spoken word attentively with understanding, pleasure and empathy.

Statutory requirements:

Schools must design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the [four purposes](#)
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes and provides **equitable support for RADY learners**.
- provides for appropriate progression for learners and includes a range of provision to ensure this

A school curriculum must:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills

Approaches to Reading:

At Neyland Community School we believe that reading underpins all aspects of our education, and we strive to instil a love of reading in our learners.

Early reading starts in Nursery with excellent phonic teaching using the ELS programme. ELS is promoted and developed through daily activities and routines. In Reception to Year Three, ELS is taught in daily timetabled sessions. Pupils are taught to segment and blend words and apply their learning for reading decodable and tricky words. It is the expectation that children finish the ELS programme by the end of Year One. Targeted group and individual intervention is put in place for those children in Year Two and Three who have not completed the programme confidently.

We have invested in the Oxford Reading Tree book banded books. This allows us to track every child ensuring that they are progressing continually with their reading, **extra paired reading support is given to RADY learners and analyse eFSM pupils' attainment and progress is a priority, leading to constructive diagnostic conversations**. From Reception onwards children take home a banded book which is appropriate to their level of ability. They also choose a book of their choice for enjoyment. Pupils are expected to progress to a 'free reader' status so they are able to read any book from their classroom or school library. As children progress through the school, they become more independent in recording what they have read in their online Boom reader reading record. We

recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Each class has a designated reading area to help promote the love and high importance that reading holds in our school. Alongside this we have our school library, holding a range of fiction and non-fiction books which the children can take home daily along with a colour banded book. We also use the new Neyland Community Hub library alongside the school library and issue all of our KS2 children with their very own library card.

All parents are encouraged to share a book with their child, listen to them read and write a comment on their Online Boom Reader Reading Record, daily. Children are also encouraged to use Oxford Owl (FP), Read Theory (KS2) and our very own virtual library (accessed through Google Classrooms or our website) to practise and extend their reading, both in school and at home. **This also offers an equitable approach for RADY learners alongside the additional paired reading offered in school.**

In Year 2-6 pupils have daily Whole Class Reading sessions which give the children opportunities to develop skills such as inference, prediction, explanation and retrieval and explore the meaning of the books being read. Books have been carefully selected and are the core text for the writing that half term, this ensures pupils are immersed in the text over a half term period. Pupils have the opportunity to discuss texts in detail during these sessions as well as develop their own reading strategies. Teachers model reading strategies across all curriculum areas as well as when reading the class novel at the end of the day.

Many exciting and rewarding activities are arranged in school to promote reading for pleasure and knowledge that can be gained from books, e.g. 'World Book week'- where children are immersed in storytelling, book discussions and the opportunity to dress up as a book character and share their favourite books. The School Book Vending machine offers children the incentive of a free book by gaining tokens for consistent home reading, effort in reading in school etc. **This initiative is targeted towards our RADY learners using an equitable approach.** Half termly "Vote to Read with a teacher", Year 6 Reading Ambassadors and Book Blanket activities for example all foster a love of reading and are key elements to our Reading for Pleasure Journey which began in 2023.

Our aim is for all of our children to become accomplished and confident readers who have a love of reading for life.

Reading for Pleasure Impact Statement

At Neyland Community School, we recognise the transformative power of Reading for Pleasure in driving our curriculum and shaping the minds of our learners. We firmly believe that reading for pleasure serves as a window to the world, allowing our students to explore diverse perspectives, cultures, and experiences beyond their immediate surroundings.

By fostering a lifelong love of reading, we aim to instil in our learners the joy and benefits of being immersed in the written word. We aspire to cultivate individuals who not only see themselves as readers but also believe in their own potential and are motivated to expand their literary horizons.

Central to our approach is providing regular opportunities for independent reading, alongside the practice of hearing quality texts being read aloud daily. We understand that cultivating reading pleasure not only enhances reading outcomes but also contributes to broader learning enjoyment and mental wellbeing.

Our commitment to promoting a love for reading is evident in our curriculum, where reading is embedded at its core. We go beyond traditional English lessons, ensuring that children have opportunities to engage with reading across all subjects, enriching their understanding and appreciation of various topics.

By creating communities of engaged readers, we aim to nurture a culture where both students and adults alike view reading as an essential and rewarding pursuit. Through our dedication to fostering a love of independent reading, we strive to empower our learners to become confident, curious, and empathetic individuals who find joy and solace in the pages of a book.

Approaches to Writing:

In Neyland Community School our aim is to develop the children's ability to write independently and confidently. We strive to ensure that our tasks are purposeful and are linked to the Four Purposes with clear learning questions and seek 'real' audiences through publication and display.

At Neyland Community School we follow aspects of the Talk for Writing approach and adapt this to suit the needs of our learners. In the Foundation phase we use oral work as a prelude to most writing tasks and vocabulary is explicitly taught. Writing tasks are broken down into different stages such as planning, boxing up, drafting and editing. In PS2 and PS3 we promote shared writing, independent writing and redrafting of work.

Teachers model writing strategies, punctuation and spelling strategies through shared writing sessions. We also use these sessions to provide pupils with the skills of how to plan, compose and edit their writing independently so that they are becoming critical readers of their own writing, checking for accuracy and meaning. **Support strategies such as 'Magpie me' and 'blue for you' ensure an equitable approach for RADY learners who may need extra scaffolding.**

We take advantage of opportunities to make cross-curricular links so that extended pieces of writing can be completed in topics other than English, allowing the pupils to use and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Feedback and marking is immediate and carried out alongside the children, linked to the success criteria. Verbal feedback is considered to be the most effective way for children to improve their work. Read our Feedback Policy for further information.

Approaches to Handwriting:

Children in Nursery and Reception are given opportunities to practise the early fine motor skills using a wide range of tools and mediums. Hands on Literacy activities are given frequently from

Nursery through to Year Two if needed. Mark making and emergent writing is encouraged. Children are taught to join from Year Two.

Year One through to Year Six follow the Penpals Handwriting scheme. Children are taught 1 unit per week with daily handwriting sessions. Children are encouraged to physically practice the handwriting formation for the week as a whole class, on whiteboards and practice in their LLC books. Correct posture and positioning of paper or books are also emphasised during these sessions. For those not yet ready to transfer their skill into their English book, the Penpals workbook is used to reinforce the handwriting formations.

Teachers model the Penpal's style at all times to ensure that children are fully immersed and any printed text is formatted to the Penpal's handwriting style.

As the pupils move up through the school, they are encouraged to think carefully about the presentation of their work and to develop clear, legible and fluent handwriting.

Approaches to Spelling , Punctuation and Grammar:

Grammar is taught in the context of reading and writing and is preplanned for the year. Teachers incorporate specific aspects grammar and punctuation into their weekly teaching using the agreed school grammar progression document.

Individual needs are highlighted through teacher marking and feedback which then influences teacher planning, either whole class or targeted groups/individuals.

We take a pragmatic approach to the teaching of grammar and believe effective grammar teaching takes place in meaningful contexts.

Children in Foundation phase and Progression Step 1 learn individual letter sounds and CVC words through ELS.

In Progression Step 2 and 3 children work through individualised spelling programmes using the online programme Spellzone. This offers targeted work specific to each individuals level. This can also be accessed at home.

Approaches to Speaking and Listening:

Children in Neyland Community School develop their capacity to express themselves effectively for a variety of purposes. Activities include listening, giving opinions, replying to instructions and questions, describing experiences and feelings. Teachers plan activities such as group and whole class discussions, drama, role play and hot seating to enable pupils to fully use and apply these skills. They are encouraged to listen carefully during discussions and respond appropriately, creating links between what they heard and the point they are about to make.

Our Learners are encouraged to share their views and ideas and are challenged to develop their answers by responding with Scholar Sentences.

Through the Talk For Writing approach our children in PS1 re-tell familiar stories using actions and story maps. As the children progress, they extend these skills to recount events, report, summarise and predict. School performances also enhance the skills of speaking and listening across the school.

Teachers encourage pupils to use the vocabulary and grammar of Standard English whenever appropriate by modelling this during daily interactions with them.

Voice 21 strategies are used throughout the school to support Oracy. All classes discuss and use discussion guidelines and listening ladders. Voice 21 oracy cards are also used to enhance oracy work.

Learning environment:

Classrooms use working walls of support materials linked to the current writing genre of the class. These may consist of key vocabulary, knowledge organisers, WAGOLLS etc. Children are encouraged to use these as an effective resource to support their learning and become independent.

Children's work is celebrated in corridor displays. This learning environment is key to building confidence in our learners and pride in their work.

Assessment, target setting and record keeping:

The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers use whole class marking to inform future teaching.

Pupils complete a 'hot task' at the end of a unit, where appropriate. Teachers use these assessments to measure the progress made from the beginning of the unit and against the objectives and progression steps in Taith360. Writing is assessed against the learning objective created by the class teacher which is tailored to that particular genre.

Marking is in accordance with the school's Feedback Policy. Pupils undertake the WAG tests once a year. They also take the NGRT test three times a year.

Inclusion:

Teaching and learning is adapted to suit the learning and ability of all children, whilst ensuring that all children are suitably challenged. Every pupil is given the opportunity to be included in all aspects

of school life and in all areas of the curriculum. We promote positive attitudes and a “marvellous mistake” ethos throughout the school. All children are encouraged to challenge themselves, seek to discover and believe in their own ability. Teaching styles are adapted in response to learning needs. Pupil groups such as ALN, eFSM and vulnerable families are at the forefront of everything we do at Neyland Community School. We instil a belief in all our children and encourage them to “Dream Big, Work Hard.”

Role of the subject leader:

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

-monitoring and evaluating LLC **through the lens of the poorest learner.**

-pupil progress and analysis of data, **including RADY learners attainment and progress as a priority, leading to constructive diagnostic conversations.**

-provision of LLC, ensuring the breadth and balance of the curriculum.

-English across the curriculum.

-the quality of the Learning Environment.

- auditing and supporting colleagues in their CPD;
- purchasing and organising resources;
- reporting to governors and SLT;
- guidance and support for parents and carers;
- keeping up to date with recent English developments.

Staff development:

Staff development is undertaken in the following ways:

- By identifying areas for development during Performance Management reviews.
- In the School Improvement plan (whole school development).
- By making staff aware of relevant courses.
- By observation and feedback.
- By whole school INSET/CPD (utilising PKC and Impact Wales to support)
- By visits to leading literacy teachers/schools when appropriate.

Role of the parent/carer:

We encourage parents to support their child's learning:

- By attending the school parents' evenings which are held twice a year to discuss individual progress and targets for the future **ensuring this is done equitably with understanding and care for RADY families.**
- By monitoring Reading Records and checking that they are being used at home
- By reading with their child daily

Governors

It is the role of the English Governor to:

- Play a key role in the monitoring and evaluating of English throughout the school. This will include focussed visits, discussions with the English leader, policy and action plan evaluation and review of data and results.
- The English Leader will keep governors informed of the implementation, progress and impact of English initiatives within the school.

Policy by: Mrs Pamela Potter

Date: September 2025

Article 28: All children have a right to an education.

Article 29: Education should develop each child's personality and talents to the full.

Article 30: All children have the right to learn and use the language and customs of their families whether these are shared by the majority of people in the country or not.

