

## **Great Ouse Primary Academy Policy**

### **Policy for Communication, Language and Literacy**

#### **Rationale**

At Great Ouse Primary Academy, we want to ensure that our curriculum is not only tailored to our pupils' interests and needs but also ensures they are ready for life in the wider world. We believe that for children to achieve their potential, in their school and personal life, they must be literate. At Great Ouse Primary Academy, we recognise that language represents one of the fundamental tools to learning and communicating ideas, views and feelings. We believe through speaking and listening, reading and writing, children will develop their powers of imagination, creativity and critical thinking. We aim to provide quality visual, auditory and kinaesthetic experiences that will enhance children's knowledge, skills and understanding. We aim to provide skills and attitudes that will not only make them effective learners and communicators but will provide a lifelong enjoyment of language and books. We deliver a carefully sequenced, knowledge-led curriculum which aims to inspire pupils, promote excellent outcomes for all and overcome inequality of opportunity.

#### **Aims**

##### **Speaking & Listening**

We aim for our children to:

- Speak precisely using clear articulation; to develop fluency and sustain ideas in talk
- Talk to different audiences, plan and work cooperatively with others
- Develop and use active listening strategies
- Develop and use a wide-ranging vocabulary
- Follow instructions and relay messages accurately
- Improvise and work in role, perform and respond to performances
- Understand and use appropriate conventions for speaking and listening

##### **Reading**

We aim for our children to:

- Enjoy reading
- Read with confidence, fluency and understanding
- Develop a range of reading strategies

- Read for meaning across a range of genres
- Express their opinions about what they have read

## **Writing**

We aim for our children to:

- Write with confidence, fluency and understanding
- Use a range of strategies to self-monitor, correct and improve their writing
- Write in a variety of formats and genre for a range of purposes
- Use a variety of mediums to express their written ideas

## **Spelling**

We aim for our children to:

- Spell with confidence using increasing accuracy and complexity
- Use both synthetic and analytical approaches to assist spelling choices
- Develop good visual recall

## **Handwriting**

We aim for our children to:

- Use an efficient and effective pencil grip to form letters correctly, using the cursive handwriting style, with increasing fluency
- Present written work neatly and legibly

## **Writing**

Our pupils will learn to write in a range of different genres to familiarise themselves with various styles of writing. Written work will often be linked with other areas of the curriculum and will build on previous learning. The children are given both written and oral feedback so they are clear about next steps in their learning.

Children will be given regular opportunities to produce extended, unaided, writing.

## **Planning**

Literacy in school will follow the requirements of the National and Foundation Stage Curriculums. Teachers use medium term plans which follow the guidance and needs of the children based on assessment. Short term plans are produced on a weekly basis which takes into consideration the learning needs of our children, these can be adapted daily to meet any gaps for consolidation and allow us to stretch and challenge our pupils. All plans will include teaching and learning activities, differentiation, focused support and vocabulary. The planning is monitored by the

subject leader on a regular basis to ensure continuity, progression and consistency throughout the school.

### **Teaching and learning**

A range of creative teaching styles are necessary for the teaching of Literacy in order to encourage and motivate the children to learn in contexts that are exciting and relevant to them. This also includes use of visual texts. Wherever possible, Literacy units of work are related to other subjects so that the children can form links between their learning.

Teaching will be differentiated to meet individual needs and will include opportunities for:

- Teacher modelling
- Discussion techniques (pupil/pupil and pupil/teacher)
- Appropriate practical work
- Consolidation and practice of fundamental skills and routines
- Use of ICT, museum resources and outside visits
- First-hand experience
- Investigation work
- Class work, group work, individual work
- Recording and observation
- Provision of different media and materials to address a variety of learning styles

### **Assessment of Literacy**

Teachers use formative assessment on a daily basis to inform their planning and also to make summative assessments of the children's attainment at the end of each term. Extended Writing provides evidence of children's independent writing; this enables the teachers to make assessment judgements. In our school, children in Year 2 and Year 6 take the end of year statutory assessment test (SATs). While participation in Year 2 SATs is optional, we choose for our pupils to complete these assessments to support their learning and help inform teacher assessments. Children in Years 1, 3, 4 and 5 complete in school assessments throughout and at the end of each year.

### **Equal opportunities and Inclusion**

At Great Ouse Primary Academy, we are committed to equality of opportunity and inclusion as detailed in our school policy. We have a responsibility to provide a broad, balanced and relevant curriculum for all our pupils which sets suitable

learning challenges, giving every pupil the opportunity to experience success in learning and to achieve as high a standard as possible.

This includes pupils whose attainments fall significantly below the expected levels and those whose attainments significantly exceed those expected.

All staff will have high expectations of all pupils and provide opportunities for everyone to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers should be aware that pupils bring to school different experiences, interests and strengths, which will influence the way they learn.

### **Excellence in Literacy**

At Great Ouse Primary Academy, we believe it is important to share and celebrate success. To celebrate children in Literacy children may:

- Visit a member of the Senior Management Team to share their work
- Receive a 'Star Writer' certificate
- Receive a Reading certificate
- Receive a 'Good News' postcard home
- Have a letter sent home from the subject leader celebrating their recent or prolonged success

### **The Role of the Subject Leader**

**The role of the Subject Leader is to:**

- Purchase, organise and maintain teaching resources
- Manage a delegated budget and keep spending within it
- Encourage and assist in training and CPD
- Keep up-to-date by attending courses and feedback sessions organised by LA, Cluster groups or other colleagues
- Provide guidance and support in implementing NC and schemes of work
- Advise the SLT of action required (e.g. resources, standards, etc.)
- Encourage ways of involving parents in their child's learning
- Provide support for all who teach Literacy and so improve the quality and continuity of Literacy teaching and learning throughout the school

### **Health and Safety**

At all times due care and consideration are given to Health and Safety as outlined in our Health and Safety policy.

**Reviewed March 2026**

**Next review March 2029**

# GreatOuse

PRIMARY ACADEMY

