



*"Inspiring minds to ignite lifelong learning"*



**Onchan Primary School**  
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## Onchan School Literacy Policy

Onchan School recognises that Literacy has a pre-eminent place in education and in the wider world. A high- quality education in Literacy will teach pupils to speak and write fluently to help them communicate with others and read and listen to help others communicate with them. Reading, in particular, is a gateway for pupils learning. We ensure that there is a rigorous approach to develop reading which is embedded across the school (Isle of Man Draft Framework 2022).

### Aims

We aim to give children the opportunity to develop a positive attitude towards Literacy and gain a deeper understanding of the English language through a variety of creative approaches and activities. At the end of Year 6, our children should:

- Read and write with confidence, fluency and understanding
- Have a love of reading and a desire to read for enjoyment
- Have an understanding of a range of text types and genres
- Be able to write in a variety of styles and forms appropriate to the situation
- Have a developed imagination and critical awareness
- Have a wide range of vocabulary they can use to articulate responses

### Whole School Approach to Literacy

We have developed, through research, a robust and challenging approach to Literacy, utilising a variety of schema that matches the needs of our pupils.

Phonics begins in Foundation Stage, following the Onchan School Phonics Policy, which we developed and then embedded in September 2020. This approach continues throughout school and codes must be visible in all classes. In Foundation Stage and Key Stage One spellings and handwriting/letter formation are taught through the codes.

Spellings within Key Stage Two are taught using Spelling Shed. A designated lesson is taught each week utilising a PowerPoint and follow up activity. Each child is issued with a Spelling Shed login to facilitate home learning and practise.

We understand the importance of handwriting and as such it is referred to within all lessons. We do not follow a set scheme and instead teach correct letter formation and cursive techniques through spelling sessions.

To support the teaching of Literacy the Literary Tree Curriculum is used across the school.

Year groups follow the same text simultaneously and planning is annotated to ensure a robust approach. The texts are chosen to ensure a range of genres are taught each year.

SPAG is taught throughout all Writing and Reading lessons following the Isle of Man Literacy framework.

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**Compassion - Integrity - Endeavour - Courage - Respect**



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### **Whole School At a Glance**

Literacy – Literary Curriculum

Phonics – Onchan School Phonics Policy

Spelling – Taught through school scheme

Handwriting – Letter formation and cursive techniques

### **Specialist Provision Centre Literacy Coverage**

The Specialist Provision Centre (SPC) at Onchan School is a symbolic, word and language rich environment which aims to foster a love of Literacy for all. Our aim is for all students to develop a love of Literacy and to be able to communicate clearly and confidently to the best of their ability. We strive to teach pupils the tools to achieve functional Literacy skills in order to access the wider world with confidence and independence.

#### *Literary Curriculum Lessons*

Literary Curriculum lessons and focussed activities provide a range of opportunities to develop reading, writing and talking and listening skills for different purposes. Pre-reading skills are at the core of all pupils learning. We lay the foundations for joint attention through specialist teaching strategies such as; Write Dance, Intensive interaction and Attention Activities. In the SPC, we also follow ‘Development Matters’ which is the Early Years Foundation Stage Statutory framework, alongside the Literary Curriculum and Onchan Phonics curriculum. Lessons are adapted to the individual ability and needs of the pupils in the SPC.

#### *Reading and Spelling*

By immersing the students within a symbolic and word rich environment we aim to enable them to develop into functional and fluent readers. Pupils are taught to read and spell in the SPC following the Onchan School Phonics Policy. We recognise that there are many ways in which our pupils learn to read and our aim is to support pupils in the way that best suits their needs to ensure development in both word reading and language comprehension. We draw on a variety of teaching techniques to develop a love for reading and confident, independent readers such as: whole word approach, the Onchan Phonics scheme, Colourful Semantics. We develop pupil’s skills in sound discrimination and auditory/ picture understanding throughout a student’s day using symbols, audio cues and methods from TEACHH to give pupils the opportunity to access their school day.

#### *Writing*

Writing in the SPC is interpreted as an activity that communicates and records events, experiences, information, thoughts and feelings. The most appropriate form of recording is selected according to the student’s physical and cognitive ability for example, using objects,

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picture, photographs, symbols and text, drawing, typing and ICT, working with an adult as a scribe or a combination of these.

Writing for pupils in the SPC will involve a range of different activities such as:

- Pre-writing activities / mark making.
- Development of gross / fine motor activities to promote skill development.
- Opportunities to see text (symbols, photos and words) being constructed.
- Word, symbol, object, sound and letter matching.
- Consistent and correct modelling of letter formation.
- Use of ICT hardware (e.g. switches, microphones, keyboards)

### *Talking and Listening*

We know that talking and listening are an important set of literacy skills that create the foundation to learning. Listening requires the fundamental skill of focusing attention on a speaker to be able to hear and understand what is being said. In the SPC we utilise our knowledge of attention activity strategies to create highly engaging sessions. These attention grabber activities steer pupils focus on to the learning, furthermore pathing access to the curriculum.

In the SPC we are skilled in understanding that speaking refers to 'expressive communication'. We use a total communication approach to ensure that all channels available to the pupil, such as vocalising, gesture, facial expression, body movement, use of pictures and objects, as well as formal systems such as signs, sign language and symbols are embedded across the curriculum.

We work in collaboration with the speech and language therapy team on the Isle of Man to incorporate individualised communication strategies and approaches into our pupil's education.

### **Foundation Stage Coverage**

Literacy is a key area of development within Foundation Stage from the beginning of a child's learning journey.

#### *Literary Curriculum Lessons*

In Foundation Stage, we follow 'Development Matters', which is the Early Years Foundation Stage Statutory Framework, alongside the Literary Curriculum. Children have two specific Literary Curriculum lesson inputs per week, as well as daily Phonics and Reading activities. When the Literary Curriculum is used, it must be clearly annotated for the individual class. Some lessons may need to be added, removed, adapted or blended together to ensure suitability for the class.

#### *Reading and Spelling*



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Children are taught to read and spell in Foundation Stage following the Onchan School Phonics Policy. There are five phonics lessons per week where two new codes are taught, with a reading and writing session for each code, and a tricky word focus or recap lesson. Please refer to the Onchan School Phonics Policy for more detailed information.

### *Writing*

There are many opportunities for children to practise their fine motor skills in preparation to write. Continuous provision in the Foundation Stage enables children to mark make, draw and write in self-chosen ways that are motivating for them. Letter formation is discreetly taught during the writing session of Phonics. In addition to this, children will have a weekly writing session which is produced in their books based on the Literary Curriculum. This can be differentiated through the level of scaffolding given or through adaptation of the activity.

### *Talking and Listening*

Opportunities for free play and communication with peers and adults are embedded throughout the school day. Children are also given many opportunities to learn new vocabulary through meaningful interactions with adults, teaching of new subject content, stories & poems, singing, role play, visits, visitors and circle time.

### *Interventions and Additional Needs Provision*

All children on entry to Foundation Stage will be assessed using Language Link and Speech Link. This will signpost initial interventions that may be required for speech and language. Other interventions may include fine motor, phonics, extra reading. Please refer to the Additional Needs Policy for further information.

## **Key Stage One Literacy Coverage**

### *Literary Curriculum lessons*

In Key Stage One, children have four specific Literary Curriculum sessions per week, which include regular grammar and punctuation foci and writing opportunities. The Literary Curriculum must be used; however, this must be clearly annotated for the individual class. Lessons may need to be added in amongst the scheme to ensure features of specific genre types are taught. For example, before writing a newspaper report you may need to plan a lesson on newspaper features. Similarly, some lessons may need to be removed, adapted or blended together.

### *Phonics*

Children are taught to read and spell in Key Stage One following the Onchan School Phonics Policy with five lessons taking place per week. Four of these lessons are for teaching new

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codes and one is to consolidate the week. Please refer to the Onchan School Phonics Policy for more detailed information.

### *Guided Reading*

In Key Stage One, Guided Reading is to be taught using the carousel approach in ability groups. Groups can take place across the week or an afternoon can be used to complete all groups. An example of carousel activities is a group read with the teacher, a writing area task, a reading area task and a handwriting task. Activities should be personalised for the needs of the class and specific children. Please note that in Year 1, formal Guided Reading sessions don't take place until the Spring term. Instead, children are read with on a 1:1 basis and information on progress shared with parents.

### *Writing*

Writing opportunities are embedded into daily Literary Curriculum lessons, so no separate writing sessions are required. However, one cold write with no input or guidance must be completed during each half term, which should be levelled against the IOM Writing Assessment document. This piece of writing will then be discussed with the child and next steps provided. The cold write is to be completed in a separate writing book. This shows progress throughout their school journey.

### *Handwriting*

Handwriting is taught to ensure letter formation is correct within Phonics and Guided Reading sessions. Handwriting sessions need to be given status as legible handwriting is essential. It should not be a "filler" activity and it must be taught. In Key Stage One we currently do not join letters nor teach lead-ins or outs from letters but focus on correct formation, ascenders, descenders, line alignment, lower-case and upper-case formation. **Handwriting books must be used** and marked in accordance with the Onchan School Marking and Feedback Policy.

### *Talking and Listening*

Children are encouraged to develop effective communication skills in preparation for later life. Opportunities to develop these skills are embedded throughout the school day including working with talk partners, drama activities, Big Question sessions and Talking and Listening specific sessions. All staff members model good language to the children to encourage Standard English in both speaking and writing.

### *Interventions and Additional Needs Provision*

As well as teacher led sessions, there are also a range of interventions that can be put in place should they be required. Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Please refer to the Additional Needs Policy for further information.



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## **Key Stage Two Literacy Coverage**

### *Literary Curriculum lessons*

In Key Stage Two, children have four specific Literary Curriculum lessons per week, which include regular grammar and punctuation foci and writing opportunities. The Literary Curriculum must be used; however, this must be clearly annotated for the individual class. Lessons may need to be added in amongst the scheme to ensure features of specific genre types are taught. For example, before writing a newspaper report you may need to plan a lesson on newspaper features. Similarly, some lessons may need to be removed, adapted or blended together.

### *Phonics in Key Stage Two*

Whilst Key Stage Two do not have specific Phonics lessons, phonic code charts are displayed in the classrooms for children to continue to use as they move through the school. Where necessary, children in Year 3 may spend time at the beginning of the school year recapping Year 2 codes before moving on to the Onchan Phonic: Spelling framework.

### *Guided Reading*

Children are taught using the whole-class reading approach in Key Stage Two which enables all children to access challenging texts, opportunities for more in depth analysis and an opportunity to use talking and listening skills. Lower Key Stage Two have two reading sessions per week and Upper Key Stage Two have three reading sessions per week. Alongside this, a class novel is chosen which is read at the teacher's discretion at a time throughout the day. Children are given the opportunity to practise comprehension skills using the app "Read Theory" which they have access to both at home and in school. For more information on "Read Theory" please speak to the IT Coordinator within school.

### *Writing*

Writing opportunities are embedded into daily Literary Curriculum lessons so no separate writing sessions are required. However, one cold write with no input or guidance must be completed during each half term which should be levelled against the IOM Writing Assessment document. This piece of writing will then be discussed with the child and next steps provided. The cold write is to be completed in a separate writing book. This shows progress throughout their school journey. *Spelling*

Children should be taught through one spelling lesson per week using the Onchan Phonic: Spelling Framework. We do not use weekly spelling tests in school.

### *Handwriting*

All children in Key Stage Two are taught cursive handwriting, however children are not expected to write with cursive handwriting as long as their letters are formed correctly and are legible. This is so that children can develop their own handwriting style. Children within

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Key Stage Two practise their handwriting in their normal exercise books, with handwriting books being reserved for interventions at this stage.

### *Talking and Listening*

Children are encouraged to develop effective communication skills in preparation for later life. Opportunities to develop these skills are embedded throughout the school day including working with talk partners, drama activities, SOLE sessions and Talking and Listening specific sessions. All staff members model good language to the children to encourage Standard English in both speaking and writing.

### *Interventions and Additional Needs Provision*

As well as teacher led sessions, there are also a range of interventions that can be put in place should they be required. Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Please refer to the Additional Needs Policy for further information.

### **Assessment**

Children are continually assessed and given feedback during daily Literary Curriculum lessons using the Onchan School Marking and Feedback Policy. For summative assessment, we use the IOM Assessment Documents for each key area of Literacy: Reading, Writing and Talking and Listening. Assessment information is gathered from learning opportunities during Literary Curriculum sessions, but also from the many different opportunities that we create across other areas of the curriculum.

Data is recorded on Arbor every term for each key area of Literacy: Reading, Writing, Talking and Listening. This is analysed to ensure progress is maintained and any necessary interventions are planned. It is also vital to ensure future planning is relevant and challenging for our pupils.

Staff members are given opportunities to moderate children's writing samples within school to ensure consistency.

### **Outside Agencies**

The Speech and Language Team are involved, where necessary, working in partnership with school staff and home.

### **Links to Other School Policies**

Additional Needs

Literary Curriculum Book List

Onchan School Feedback and Marking

Onchan School Phonics

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### **Links to mentioned sites**

Literary Curriculum - <https://literarycurriculum.co.uk>

Read Theory - <https://readtheory.org>

### **Equality of Opportunity**

All pupils within Onchan School are taught as individuals. We offer an inclusive approach to teaching that ensures teaching is matched to the age and stage of each child's development.

Policy written June 2023

Policy reviewed annually

Reviewed March 2024

*This policy has been written by Onchan staff for use at Onchan School only. To replicate any of this policy permission must be sought from Onchan School.*

## **Appendix**

**Alan Peat Sentences (for examples see Alan Peat documents in Literacy folder)**

### **KS1 coverage**

2A sentences

All the W's sentences

List sentences

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BOBs (but, or, because, so)

Similes

Last word first word sentences

What! Sentence

Ing, ing, ing sentences

Emotion word, (comma) sentences

### **LKS2 coverage**

If, if, if, then sentences

Fronted adverbial sentences

Name – adjective pair – sentences

3ed sentences

2 pairs sentences

Short sentences

Verb, person sentences

Ad, same ad sentences

Double ly ending sentences

Noun, which/who/where sentences

### **UKS2 coverage**

Description: details sentences

3 bad – (dash) question sentences

Outside: inside sentences

Some; others sentences

Personification

The more, the more sentences

Irony sentences

Imagine 3 examples: sentences

Tell: show 3; examples sentences

AKA sentence

Getting worse/getting better sentences

When; when; when; then sentences

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