

Literacy

At Holme Valley Primary School, we aim to develop the abilities of all children to communicate effectively in speech and writing, to listen with understanding, and to become enthusiastic and responsive readers. We aim to set our pupils on a path to lifelong learning. We follow the principles set out in the 2014 National Curriculum. Literacy skills are taught on a daily basis in Reception, Key Stage 1 and Key Stage 2. These skills are then applied within cross-curricular learning opportunities.

Reading

Our aim is to develop a love of books and to ensure that every child becomes a fluent reader. Teachers promote and value reading as an enjoyable activity, and also as a life skill. The 'Simple View of Reading' (Primary Strategy) provides the framework for the teaching of reading. Progression in reading starts with the systematic teaching of synthetic phonics using the Jolly Phonics programme and the 'Letters and Sounds' document. This is in the context of a broad and rich Foundation Stage curriculum, which celebrates reading for pleasure and develops children's spoken language and listening skills. Following the completion of 'Letters and Sounds,' our pupils then progress on to the Read, Write Inc. programme of study for Year 2 spelling.

Phonics is taught across Reception and Key Stage 1 for 30 minutes each day. Our approach to teaching phonics is extremely successful as evident in our Year 1 Phonics Screening results, which are consistently above the national average:

	Holme Valley Primary School	National
2014	94%	74%
2015	94%	77%
2016	95%	81%
2017	97%	81%
2018	93%	83%

We use the Oxford Reading Tree scheme to help our pupils get off to a good start in their reading. This scheme offers a rich and varied choice of writing styles and genres at every level. The wide variety of books within the scheme help to ensure that there is something to motivate and encourage every child to read for pleasure.

Throughout the year, various events take place to develop children's love of books: our youngest children take part in a joint event run by Words Count and the Imagination Library, alongside their parents, to engage in a range of activities linked to stories; as a whole school, we celebrate World Book Day, often linking all lessons for the day to a particular story; National Storytelling Week is also celebrated as a whole school and some of our older children are given the opportunity to work on the Scunthorpe United Reading Stars programme.

Children's reading development is also supported by the use of high quality texts in Literacy lessons, shared reading, and regular reading opportunities with teachers, teaching assistants, students and parent helpers (please talk to your child's class teacher if you can spare any time for this). We also subscribe to Bug Club, an online resource which allows children access to an extensive and exciting range of fiction and non-fiction e-books both at home and at school. In addition to this, our well-

resourced library has a range of recommended, engaging reading material, which includes a variety of both fiction and non-fiction texts for all ages. Each class has an allotted time, within which they can explore the books and enjoy reading. The library is also open to our pupils at lunchtime, and to pupils and their parents/carers on a Monday evening from 3.15-4.00pm.

Writing

Children are given opportunities to practise writing in a wide range of genres. Wherever possible, the teaching of writing is based on the deconstruction of an existing high-quality text and then writing is modelled by the teacher (shared writing), prior to children starting their own writing.

Shared reading and writing provide a context for discussion and allow pupils to explore features at word, sentence and text level. Teachers also use speaking and listening activities, self and peer assessment, and focussed feedback to enhance the quality of pupils' writing. Children are encouraged to re-draft pieces of work, responding to feedback in order to edit these to produce a high-quality piece, which reflects their hard work.

Spoken Language

Language is an integral part of learning; it runs through all that we teach and learn. In their daily lives, children use spoken language to solve problems, share ideas and reflect on experiences. Most social relationships involve talking, and children's interactions can contribute to and enhance learning. Effective oral communication is a key skill for life; we aim to ensure that children can express themselves clearly and confidently, and that they are able to listen attentively to others. Non-verbal communication is integral to talk, and through drama, we aim for children to develop an understanding of effective communication, both verbal and non-verbal. At Holme Valley, we recognise the importance of spoken language and listening and aim to provide opportunities for pupils to develop their skills across the curriculum.

Handwriting

The fundamental purpose of handwriting is to enable all pupils to equip themselves with a basic life skill. In order to prepare children for the adult world, they must learn to write with ease, speed and legibility. At Holme Valley, handwriting skills are taught regularly and systematically through the use of the 'Achieving Excellence in Handwriting' by Martin Harvey and Debbie Watson. This programme is supplemented with a range of Nelson Thornes resources. Pupils who achieve a fluent, joined and consistent standard in their handwriting are awarded with a pen licence.