Literacy at Grange View CE Primary School

This is a guide for anyone who is visiting Grange View C.E Primary School to explain our approach to Literacy in school. *Updated Autumn 2026*



Reading

Reading is a high priority at Grange View. Every class has a dedicated 15-minute daily story time using *Our Favourite Five*, our reading spine of traditional and twisted tales, familiar favourites, diverse and aspirational books, and teachers' choices. Reading begins in Nursery with pre-phonics activities. In Reception, children start Read Write Inc. and continue until they are confident, fluent readers. They take home a matched phonics Book Bag Book each week, then move on to levelled books or become free readers when their teacher feels they are ready. Vocab Ninja builds vocabulary across KS1 and KS2. To build a love of reading, EYFS children take home story sacks made by staff, each with a book and related games and activities to enjoy with their families. Pupils in the main school can use the reading cabin on the playground at breaktime, and every class visits the local library weekly.

Writing

Our Literacy lessons are carefully planned ensuring a sequence of learning that allows all children to achieve within lessons. Each sequence includes a cold write, SPaG focusses, application lessons and hot writes. We have an overview to ensure all areas of writing are taught.

In KS1, Literacy is taught after phonics sessions lasting around 30 minutes.

In KS2, Literacy is taught as a discrete lesson before break time, lasting around 50 minutes.

As part of lessons, key vocabulary is introduced by the teacher and 'washing lines' are used as a working wall to encourage the children to use them.

We use The write stuff,Talk4Writing, Literacy Shed, Mr P ICT Read Write Perform or texts that are inspiring when planning and resourcing lessons to ensure children are engaged and motivated to write.

Guided Reading

Guided reading is taught from Year 3 to Year 6. Children are grouped according to their reading ability and read a variety of fiction, non-fiction and poetry. Groups are no larger than six. In lower KS2, these sessions are 30 minutes long and take place once a week per group. Each session focuses on a specific aspect of reading from the National Curriculum and follows the reciprocal reading approach. Children learn to question, summarise, clarify and predict. Staff record these sessions on our guided reading sheets as evidence. In upper KS2, children have dedicated sessions to practise reading SATs texts. All children take home books from the school's reading spine matched to their reading level.

Big Write

Over a fortnightly cycle the children will participate in 'word power' in which the children learn 10 worlds relating to the current topic and often linked to a particular subject. Within word power children learn about the root words, spelling patterns, definitions and other patterns within the words. These words are then used within a big write sessions. Our Big Write happens in classes across KS1 and KS2 on a Friday. It can be linked in with the scheme of work that is taking place in Literacy, or can be used as a time for children to produce a one off piece of writing. The Big Writing sessions provide extended writing time and is often linked to topic work so children can write for example as Historians or Scientists.

1:1 Reading

All children are heard reading within phonics sessions or guided reading sessions however some children may be identified as 1:1 readers where they are read with in school as frequently as possible and are always classed as priority readers for volunteers.

Priority Readers

Each class has a list of 'priority readers'. This includes children who need reading intervention, those who do not read regularly at home and, in some cases, those whose parents have requested support. Children in the lowest-attaining 20% for reading are automatically added to the list. Our regular reading volunteers prioritise these children, listening to them read and giving them extra opportunities to practise.

Working Walls

Literacy working walls and/ or washing lines are used within our school, which allows the children to be reminded of what they have already covered within the lessons and gives them a bank of good vocabulary that they can access in any piece of writing they complete, until the need for independence in Year 6.

EYFS

EYFS assess using 360 observations and using children's literacy and RWI books. They share lots of stories with the class, repeating texts so the children gain familiarity, EYFS use RWInc Phonics for their reading and writing skills, so refer to the Phonics cover sheet. They teach capital letters and full stops and focus on red words.

Reading Assessment

Children in Reception Year 1 and 2 are assessed through RWI half termly to identify sound knowledge, word reading and fluency.

Years 2- 6 use the guided reading record sheets as evidence for assessment and tracking progress. We also use comprehension assessments across KS1 and KS2. KS1 and KS2 are assessed every term using our level trackers and the data is formally recorded using the SIMS database. Using these assessments we can track target children and spot any children who may need more support.

Assessment

We assess writing using our level trackers and this data is formally recorded every term. Staff are expected to give quality feedback based on the learning objective for the day and works alongside children to edit and improve work after a hot piece of writing.

Homework

Children are expected to be reading their books at home with their parents or carers several times a week. The parents/carers are asked to write it into the reading records so staff can see reading is taking place.

Reading Challenge

In KS1 and KS2 there is a reading challenge. Every night a child has read at home and had their record signed, they gain a point. They can move themselves up a reading scale and receive certificate or prize at certain milestones. This is to encourage as much reading to be taking place at home.

Handwriting and presentation

We teach handwriting daily using Letter-join. Children practise letter size and spacing in books with the same ruling as their English books. EYFS uses whiteboards, and Year 1 starts with number formation. Staff lead gross and fine motor warm-ups, reinforce BBC posture, 'nip, flip, flick' pencil grip and page tilt, and correct errors as children practise. Weekly dictation helps children apply handwriting and spelling skills. In English books, children leave a blank line for editing.

Spot light days

Every year as a school we celebrate world book day and incorporate the scholastic book fair into the day.

We have also had reading days in school where parents have been able to come into school and hear stories and do activities based around the book.

Where it all begins: Early Years Starting points.

At Grange View our Early Years starting point is below the expected standard in speaking and listening and well as many of the children having little to no experience of books. The children work hard on developing those listening and language skills, with many of them accessing speech and language programmes and interventions. During their time in Early Years the children will spend time doing pre phonics activities, learning sounds through the Read Write Inc phonics programme and developing a love of reading. The children have access to a range of high quality and diverse texts that they listen to, discuss and incorporate into their everyday play. They also exposed to rhythm, rhyme and repetition in rhyme time and singing. We know how beneficial play is during the early years and we ensure high quality conversations with adults and peers are modelled and encourage to try and move the children on with vocabulary and oral sentence structure. Pre writing and writing activities are also fused into everyday play and topics.

Q of E - Pedagogical choices

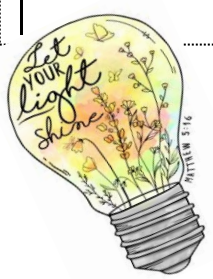
- All of our planning ensures that there is a clear progression of skills with a clear end point in mind.
- Clear modelling at every point including sentence structure, building, use of vocabulary and handwriting among others.
- Opportunities for partner discussion, collaborative working and whole class read and writes.
- Vocabulary has a high priority and children are encouraged to be adventurous.

Q of E - SEND provision

- Staff know who bottom 20% of class, SEND children and 'target children' within class and they are supported and given priority within lessons for verbal feedback and books are marked first.
- Children are mixed ability for some/ all of the lesson to allow the children to support each other.
- Programmes such as 'The Write Stuff', 'Talk for Writing', Vocab Ninja and Word power all given structured scaffolds to enable all children to learn and make progress.
- Pre teaching of key vocabulary with pupils with specific needs.
- Interventions take place for pre teaching and core skills when necessary.

Implementation: How are they knowing more and remembering more?

Quality of Education	As a school we know that many of our children start Grange View with a low starting point and can often lack language and communication skills needed to become confident and competent readers and writers. Using a systematic synthetic phonics scheme (Read Write Inc) we ensure all children are given daily phonics session in small homogenous groups that allow all children to make progress and work at their pace. It also allows all school staff to become experts in identifying spotlight children and targeting them within lessons and for interventions when needed. Staff also place a huge importance of talk in early years and across school. Correct language and full sentences are modelled from day one in daily input and throughout continuous provision. As the children move through the school adult modelling is still rooted in talk but also moves into putting it on to paper building on the children's increasing phonics knowledge. Our English lessons are carefully planned using a progression document that ensures teachers know what the children have previously learned and what are the next steps to build upon the prior knowledge. The progression document also allows for carefully sequenced lessons that start with a cold write and build up to a hot write at the end. Within English lessons core skills are revisited year on year so children are able to apply skills into a range of contexts building on past knowledge with new maturity and knowledge. Our Long term English plan ensures that the children experience different text and writing types each year and apply them to different contexts and often applying different styles or SPaG skills. Reading is also modelled through high quality guided reading session and daily story time where the children hear high quality texts.
Behaviour and Attitudes	At Grange View our children are resilient and hardworking. Our children thrive in class and have a positive attitude to learning and 'having a go'. Our school has a big push on vocabulary and within lessons children are not afraid to try new language that they have been introduced to and feel secure to make mistakes. Our core values of trust, respect and wisdom are embedded within school culture and allows the children to understand that our school is a safe place of learning and that learning means they may make mistakes. Well planned and resourced lessons ensure children are engaged and all are able to succeed at their own level within each and every lesson. Children receive praise verbally and through school reward systems such as dojo, merits and visiting the head teacher.
Personal Development	Being able to read allows you to access all areas of the curriculum and broaden your horizons through books. Our school reading spine- 'Our Favourite Five' the children are exposed to many different high quality texts that are diverse, inspirational and the best of British. We know that as a school we want our children to leave us able to read and write to help them as they carry on their educational journey but we also understand that these are skills that are needed in every area of future life. We visit the library weekly to ensure all children have the opportunity to chose their own texts, we write letters, articles and diary entries for educational visits, visitors and experiences that the children have within school. Parents are invited into school for story times regularly and to engage in our reading challenge that encourages children and parents to read regularly at home.
Leadership and Management	Reading is assessed through ½ termly assessments and teacher assessment alongside ½ termly RWI assessments for children on the programme. These assessments aid groupings and interventions. Writing is assessed daily via live marking and assessment and through termly moderations within the partnership. The RWI coordinator regularly attends training and disseminates to all staff and completes learning walks. Reading and vocabulary is a high priority to staff regularly attended training to upskill in this area and then SLT monitor English lessons on a ½ termly basis.
Early Years	Literacy skills start in Early years with pre-phonics skills, speaking, listening and enjoying story. Staff are highly trained in modelling language through play and do small group activities that prepare the children for learning sounds. Children should have listened to and enjoyed a range of stories and have access to engaging book areas within provision. Within Reception the children learn single letter sounds and the corresponding graphemes. By the end of Early Years children should know all of the single letter sounds and most of the set 2 sounds, read and write them within words and simple sentences. Children should also have a clear understanding of letter formation.



What is it like to be a pupil at Grange View studying English on a daily basis?

In Grange View, English is rooted in the **love of reading**. Our children hear a **range of stories** within the **favourite five** and as part of topic lessons. Children learn **phonics daily** and become **confident and speedy readers** which opens the door to all areas of the curriculum. They **enjoy writing** in lots of different genres and take pride in handwriting and presentation. Children learn writing techniques through **small steps** to ensure all children can make progress.