



Curriculum area: **Literacy**

Literacy teaching seeks to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Reading progression starts with the teaching of synthetic phonics in EYFS and KS1 and children start their reading learning journey on our system of colour banded books, linked to Reading Recovery before becoming 'Free Readers'.

Writing is taught explicitly often through Talk for Writing techniques. The key skills of letter formation and basic punctuation are regularly reinforced through KS1 and into KS2 where expectations for this continued use of accurate punctuation are high. Spelling patterns are taught explicitly.

Speaking and Listening is promoted through Power of Reading activities; separate drama and poetry workshops; debating in KS2 and extra-curricular clubs.

High standards of Literacy are promoted in all subjects and this is evidenced in the range of literary tasks in other areas of the curriculum.

What this means in practice- what you will see

The teachers in a Literacy lesson will:

- Deliver the Literacy curriculum in a stimulating manner, often starting with a group or paired starter. After the main teaching activity, the teacher (and where possible T.A) will focus on guided work with a group. Essential punctuation expectations are agreed and expected across each year group.
- May provide extended writing opportunities which link to other curriculum areas, e.g non-chronological report writing about an aspect of ancient Egypt. During these sessions teachers create calming atmospheres, often with gentle music in the background and children work independently in order for teachers to assess their progress.
- Teach Phonics in KS1 through Read, Write Inc and where necessary children in KS2 will receive interventions in phonics.
- Teach spelling, punctuation and grammar (SPaG/GaPS) in separate sessions, including during early work sessions. Every child in KS2 will be given opportunities within school time to practise and learn the spelling patterns appropriate to their year group and stage of learning. These are tested weekly.
- Use the computer package *Penpals* for Handwriting; standards of handwriting are expected to be high across all subjects.
- Create varied opportunities for reading through guided reading sessions, hearing individual children read and in the delivery of the *Power of Reading* (class novels).

The children in the class will:



- Often work in learning partners; within a group (including with a teacher or T.A) or independently.
- Have the opportunity to experience many different learning approaches including drama work, such as Conscience Alley when working on a Power of Reading book; debating in groups; 'Talk for Writing' style rehearsal of different writing genres.
- Be encouraged to edit and evaluate theirs and others' work as the lesson progresses and to make changes to their writing or performance in the light of this.

The Literacy Learning environment reflects:

- A designated book corner, with a range of age/interest appropriate fiction and non-fiction, including poetry. Where possible, book reviews written by the children for other children.
- The whole school reading incentive scheme progression ladder (Big 6...).
- A SPaG/GaPS/VCOP display – with interactive work produced by the children, including new vocabulary.
- A Literacy display with changing examples of writing and often a 'working wall'
- Labelled book areas for Literacy and, where appropriate, Big Write books or folders.

The children's Literacy/Big Write books/files/folders:

- Will be clearly dated and include the Learning Objective and title (if relevant)
- Will contain the Academy's marking code as well as regularly reviewed targets (these may be in the Big Write books). Marking will be a two-way process with children initialling and/or responding to 'green for growth' comments.
- Polishing pens will be used to edit longer pieces of writing and peer-assessment will be visible as children progress through the school. All longer pieces of writing will have a success criteria checklist for both child and teacher to assess in light of the writing.
- Separately taught SPaG/GaPS work may be kept in folders, the children's tray or in their Literacy book.
- Spellings Logs may be used for spelling tests and separate handwriting books are in evidence in KS1 and lower KS2.