



## Literacy at Grange View CE First School

This is a guide for anyone who is visiting Grange View C.E First School to explain our approach to Literacy in school. Updated April 2020

### OUR INTENT: Why our English Curriculum looks like this.

At Grange View we have developed an English curriculum that is creative and engaging. We appreciate that being able to read and write fluently and confidently are essential for our pupils to flourish and progress in their English learning based on their starting points. We fully value offering our children the opportunity to work with a variety of Literacy resources and approaches, such as RWInc, Talk4Writing, Literacy Shed and Mr P ICT Read Write Perform to facilitate and support the teaching and learning of English concepts in Reading and Writing throughout the school. This approach is pinnacle to the development of our children's literary thinking and equipping them for their next stages at Middle School. Reinforcement is achieved by ensuring knowledge is revisited regularly throughout the year groups to create fluent reading and writing for all. Our children need to develop these necessary reading and writing skills so they can access the whole curriculum and become deeper thinkers by using their literary knowledge. English is the foundation for understanding the world and we want our children to know the purpose behind their learning and to apply their knowledge in their everyday lives, with the intention of raising aspirations and creating a continual love of learning English inclusively for all.

#### Guided Reading

Guided reading is taught in years 2, 3 and 4 as a discrete lesson. The children are grouped based on their reading capabilities and read through a variety of fiction, non-fiction and poetry books. Groups are no larger than 6. These sessions are 30 minutes long and happen once a week per group. They will focus on a specific aspect of reading within National Curriculum. In KS2, the children are then given pages for them to read at home with an adult ready for the following session. Staff record these sessions on our guided reading sheets as evidence. These can also be used to track who is reading regularly at home and who is not.

#### 1:1 Reading

Each class aims to read with every child over a period of a week. We have several volunteers, including governors, who come in and read with the children 1:1. We have our bottom 20% who are daily readers.

#### Time

KS1 have a 40 minute session after their RWInc lessons.  
KS2 have a 50 minute session after their spelling lesson.

#### Big Write

Our Big Write happens in classes across KS1 and KS2 most Fridays. 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 Write will have quality feedback for the children to see what went well in their writing and what could be improved for next time. 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.

#### Working Walls

We also use Literacy working walls, 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.

#### Reading Assessment

Years 2, 3 and 4 use the guided reading record sheets as evidence for assessment and tracking progress. We also use Rising Stars 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.

#### EFYS

EFYS assess using 360 observations in line with the ELG. They share lots of stories with the class, repeating texts so the children gain familiarity, EFYS mostly 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.

#### Assessment

We assess writing using our level trackers and this data is formally recorded every term. Staff are expected to give quality feedback through marking on at least one piece of writing a week.

#### 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 time 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

As a whole school, we use the scheme Pen Pals to teach handwriting. Each class has their own program that they follow, which includes warm ups, videos to look at the joins and key words to practise. It creates a clear progression around the school. Handwriting is taught at least twice a week in KS1 and KS2. We use specific handwriting books for the children to practise in. Children are taught to miss a line when writing in their books, this allows them space to go back and edit their work.