



# LITERACY CURRICULUM 2017

## **Aims**

The school aims through its Literacy curriculum are:

- To enable all children to speak, read and write fluently, appropriately and confidently in a wide range of contexts;
- To enable children to express themselves clearly and imaginatively and to communicate effectively with others;
- To enable children to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media text on paper and on screen;
- To enable children to write pieces which are fit for purpose, legible, accurately spelt and grammatical correct;
- To have appropriately high expectations of pupils and to understand how they progress through the school;
- To continue to raise the standard of attainment in Literacy and ensure progress and achievement for all children.

## **SPOKEN LANGUAGE**

The National curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

There are many speaking and listening opportunities throughout all learning and this is a high focus in our school, ensuring that it is planned for throughout each curriculum subject. There are also speaking and listening objectives highlighted within the Cross-Curricular cornerstones modules that are used as a planning tool across the school.

## **SPaG**

**S**pelling, **P**unctuation and **G**rammar is concerned with the way in which sentences are used in spoken language, in reading and in writing. Sentences are the construct which help give words their sense. The purpose of grammar teaching is to enable pupils to become conscious of patterns of language which they can apply in their own work to enhance meaning. The purpose of punctuation is to clarify the meaning of texts. Readers use punctuation to help make sense of written texts while writers use punctuation to help communicate intended meaning to the reader. SPaG teaching and objectives are timetabled into literacy and cross-curricular sessions and are also taught in fun, engaging ways within a daily basic skills session. Children are encouraged to develop their spelling, punctuation and grammar across all areas of the curriculum.

## Spelling

Children will be taught spellings within the classroom and will not have weekly spelling tests, as we want to encourage children to practise the words and use them within their everyday writing. At the beginning of each half-term, the children will receive a list of spellings that they will be learning so they can also practise them at home. At the beginning of each lesson, children write 5 of their year group spellings underneath the learning objective as handwriting and spelling practise combined. We use Fred Fingers to help children sound out words to spell easily. It means they do not have to memorise lists of spelling words. It is a tool so they will be able to spell any word.

Assessment and Recording of SPaG Teachers assess the children and complete the online FROG/Step Up online tracking tool. The children also complete half termly Rising Stars tests, focusing on the key objectives taught.

## **READING**

Children become successful readers by learning to use a range of strategies to understand a text. This principle is at the heart of the National Curriculum for English and has formed the basis of successful literacy teaching at Allens Croft Primary School. We have three main areas for reading; learning to read, reading to learn and reading for pleasure.

## **LEARNING TO READ**

### Read. Write Inc Phonics Programme

**Mission statement: 'Teach a child to read and keep that child reading and talking and we will change everything.'**

Learning to read is the most important thing each child will learn at school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want children to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read.

RWI begins in EYFS and progresses according to each child's ability. 'Stage not age.' We start by teaching phonics to the children in the Reception class through to Year 2. Identified children in Key Stage 2 also benefit from the programme. Read Write Inc. Phonics is a programme that uses systematic phonics to teach **all** children to read. We teach the sounds first, in a specific order. This means that they learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell. We teach the children simple ways of remembering these sounds and letters. Once the children know the pure sounds, we teach them to blend sounds to read words. We also teach children to spell the words they learn to read.

RWI is taught on a daily basis and also taught/ modelled/ reinforced through other lessons. We use Fred Talk/ Fred in your Head/ Fred Fingers to help children read and spell words. We also teach children to read and spell common exception words – words like 'said' and 'they'.

Alongside learning each set of sounds, children read Storybooks that only contain the sounds, words and 'tricky words' they know. They start thinking that they *can* read and this does wonders for their confidence. This sets them up to succeed in their reading.

We discuss and write about the ideas in these Storybooks. The teachers read to the children too, so that they get to know all sorts of stories, poetry and information books. They learn many more words this way and it also helps their writing. Once they have learnt to read, they will be able to independently read these books for themselves.

Read Write Inc was developed by Ruth Miskin and more information and videos on this can be found at: <http://www.ruthmiskin.com/en/>.

## **Fresh Start**

Fresh Start is a 'learn to read' programme for pupils in Y5 and Y6. *Read Write Inc.* Fresh Start rescues older readers aged 9 and above who are below expected standards in reading and writing.

Fresh Start is a full teaching programme that:

- Gets all children reading and writing fluently
- Engages children with age-appropriate anthologies/ modules
- Ensures all children can read confidently before secondary school
- Embeds all learning through partner practice
- Assesses children every eight weeks to ensure that they have the best provision to make speedy progress.

## **READING TO LEARN**

### **Guided Reading/ Reciprocal Reading**

**Guided reading** groups are between 5 and 8 pupils and takes place every day. Children are grouped according to ability and learning needs. Teachers should select a range of books for the guided reading session so that the children can have a choice in what they read. These books should offer challenge but be at an appropriate level.

Reciprocal Reading is an effective and proven approach to developing reading and comprehension. Where we have additional adults deployed in a class/cohort, frequent or consecutive sessions, i.e. more than once a week, enables the children to develop confidence in using the strategies.

Each group read a passage/ text linked to their reading ability. Through the reciprocal reading approach, the children develop their skills in **predicting, clarifying** unknown words/ phrases, **answering and asking questions** to deepen thinking and to **summarise** the passage/section of text. Adopting reciprocal reading strategies as a common approach allows our school to ensure that children develop a language for talking about and investigating texts and sorting out difficulties.

The reciprocal reading strategies can also be used in shared reading where the teacher can demonstrate and model the approach and how they can make a prediction or find the answer to questions. This is adopted from Reception upwards.

## **Books for Guided Reading**

We have hundreds of sets of books in groups of 6 or more. The main basis of the school reading scheme is RWInc, Rigby Readers and Oxford Reading Tree in Key Stage 1 and supplemented by Wolf Hill, Trackers, Wellington Square and short stories and class novels in Key Stage 2. All of these are levelled and coloured banded as follows. We also subscribe to First News.

## Home Readers

If the children are on the RWI programme, they will take a book home linked to the text they are reading as well as a book from their class library or school library. Children are encouraged **to read at home** every day.

## Comprehension

Children from Year 1 to Year 6 take part in a weekly comprehension lesson where they are taught specific skills linked to the national curriculum. The children will have the opportunity to read a passage linked to their reading ability and answer questions related to the objectives taught within that session. The answers will be recorded in their cross-curricular books.

Alongside this, teachers will also introduce the text by use the reciprocal reading techniques- **'Predict'**- **'Clarify'**- **'Question'** and then finish the lesson with a **'Summary'** of the given text.

## READING FOR PLEASURE

Reading for pleasure is encouraged throughout the school. Engaging and inspiring reading spaces have been created in classrooms and in the school library. Each class has a well-stocked reading corner that celebrates reading; with exciting displays and books linked to topics and children's interests.

There is a newly developed library area in the corridor with a wide range of both fiction and non-fiction books. Children are able to use this space to enjoy reading and borrow books for reading in school and at home. Links have been made to the Kings Heath local library and visits are encouraged during school and outside of school.

Daily class reading and story time promotes reading for pleasure and Reception parents have the opportunity to read with their children weekly in class for 'Come and Read' morning. Stories are linked to topics where possible throughout the school to support enjoyment of reading.

World Book Day and other literacy events are celebrated at Allens Croft and the Scholastic Book Fair is planned for three times per year where parents/carers and children get to buy books at great prices. Competitions take place around these events to encourage involvement of all pupils and parents/carers.

## Other reading techniques at Allens Croft:

**Modelled reading** involves the teacher reading aloud to demonstrate not just expression but also how you can use a range of strategies to make sense of the text. It might mean the teacher 'thinking aloud' while he or she 'tries' to work out an unknown word or guess what a word might mean.

**Choral Reading** broadens experiences with different genres. You can choose materials that teach content area subject matter or reading content such as phonics, vocabulary, and rhyme. Through repeated reading of the text, the student becomes a more fluent reader, which allows for increased content comprehension. Choral reading helps build students' fluency, self-confidence, and motivation.

## **Assessment and Recording of Reading**

A reading record is kept of reading books read by the pupil. A group planning/ reading record is kept in EYFS, Key Stages 1 and 2. These record the reading strategies employed by the child and comprehension skills, as well as forming a record of the texts encountered by the child in the Guided Reading sessions. Teachers update the progress of their pupils on FROG tracking system.

Years 2 and 6 complete the statutory annual reading tests. Years 1 to Year 6 complete half-termly Rising Stars assessments and the raw scores are shared in pupil progress meetings, alongside their teacher judgements. The formal testing process is used to help identify children in need of extra support and gaps in learning.

Phonics Assessments are completed at the end of every term. The children who have made least progress will be put in a phonics focus group to support their learning. Year 1 complete a phonics screening test at the end of the year.

## **WRITING**

Writing is taught both discretely and through other subjects to ensure a balance of cross-curricular writing experiences. Through the teaching of writing we ensure that children become competent in:

1. engaging with and responding to texts
2. creating and shaping texts
3. text structure and organisation
4. sentence structure and punctuation
5. presentation (both handwriting and using ICT)

As with reading, children experience writing in different ways in the classroom. Writing is **modelled** by the teacher, with the teacher 'thinking out loud' about the organisation, grammar and spelling of his/her writing and the children have the opportunity to apply the skills taught on a daily basis.

**Shared writing** is frequently used across the school. The teacher works with the whole class, acting as a scribe and helping them to understand and apply specific skills. Shared writing may focus on specific aspects of the writing process such as planning, composing sentences or editing. Writing may take place in **guided** groups or with the whole class working **independently**. We believe that writing for a purpose, grammar, spelling, using ICT and handwriting are all important skills which must be taught and learnt.

Here is an example of how we teach Literacy across a fortnightly plan, using the year group topic as a stimulus for writing and reading-

Session 1: Example text type and features

Session 2: SPAG related activity

Session 3: SPAG related activity

Session 4: Planning

Session 5: First draft

Session 6: Editing

Session 7: Final write up/ Polish

Session 8: Comprehension

## **HANDWRITING**

Handwriting is a key area of focus and we use Nelson Thornes Handwriting Scheme to support the handwriting session, alongside the RWInc programme. We also have 'Write Dance' which helps develop fine and gross motor skills. Once children can form their letters correctly, they will receive a handwriting challenge certificate and a sparkly pencil. Once children are confident to join their letters, they will be given a handwriting pen and a handwriting challenge certificate.

**Please see Handwriting Progression Poster and Policy.**

## **CROSS-CURRICULAR**

We actively seek to develop links with other areas of the curriculum as each area has its own specialised language e.g. investigations of a scientific or mathematical kind give opportunities for speaking and listening in discussion, for planning, for making suggestions, asking questions and reporting results. There are specific formats for reading and writing e.g. non-chronological reports, explanations and instructions. History gives the opportunity for developing research skills, chronological and story writing. All literacy non-fiction units are now taught through these modules. Some units may also link obviously with fiction but, if not, fiction will be taught separately. Children are expected to complete one piece of Big Writing each half term as part of cross curricular teaching.

## **PERFORMING PEDAGOGY - DRAMA FOR WRITING**

Teachers aim to include at least one drama activity per week into their Literacy planning. This could take many forms and aims to provide the children with new ways of exploring ideas for writing. Drama and performance skills are taught and assessed discretely as part of our Performing Arts Curriculum (See Creative Arts policy).

### **Assessment and Recording of Writing**

Children in Reception are assessed using the Early Learning Goals. This is an ongoing form of assessment. All children in Key Stage 1 and Key Stage 2 are assessed using the Step Up document on FROG. Children undertake regular independent Big Write writing pieces which are marked using the Allens Croft marking scheme, and are regularly assessed against the objectives on FROG. Progress is recorded and tracked, enabling teachers to monitor progress, set targets and plan opportunities for further progress.

These assessments are used to identify children who will need support in the further development of their writing and those gifted in writing. Pupil Progress Reviews take place with the members of the leadership team half termly.

Year 2 and 6 complete the SATs tests in May. The teaching staff in Year 2 and Year 6 also attend the Local Authority Moderation Training.

Writing moderation takes place within the school, and externally, with teachers visiting other schools and sharing samples of work and FROG assessments.

## **Monitoring of Teaching and Learning**

Whole school planning is monitored by the Literacy Team and the Leadership team. Long term planning is provided to staff each year and samples of weekly planning are monitored on a regular basis. This includes reading records and planning for reading. Pupils books (either a whole set or a random selection of different abilities) are monitored at least every half term to ensure there is evidence of

- Good presentation
- The marking policy being followed
- A variety of work
- Differentiation
- Target setting
- Quality and progression
- A good match to planning

Teachers are given written feedback and the opportunity to discuss any issues.

If whole school concerns arise the literacy team will feed back to the whole staff and make recommendations to remedy the situation.

The literacy team also conducts lesson observations and again feeds back to the member of staff. The purpose of these observations is agreed with the member of staff beforehand.

## **Monitoring pupils progress and Assessment**

See also the **Assessment Policy** for further details. In summary, this states that the objectives of assessment (all of which apply to Literacy) are as follows:

- To make assessment an integral part of teaching and learning and to use a variety of techniques for assessing pupil progress
- To aid curriculum evaluation
- To inform future teaching
- To ensure each pupil is working at an appropriate level
- To ensure that assessments are made against agreed and established criteria
- To ensure pupils with special needs have equal access to the curriculum

End of Key Stage results are analysed by the Leadership Team so that the strengths and weakness of the school's current Literacy teaching can be identified and addressed. An updated written report with recommendations for future action is given to the Head teacher termly and discussed with staff. Action Plans are created, implemented and reviewed. The Literacy Team has a meeting at least once a half-term.

## **Parent/Carer Involvement**

Parents/Carers or other family members are invited to attend a Literacy Workshop in the Autumn Term, where the children get to complete activities with their parents/carers that they can also complete at home. These are linked to a key focus on literacy.

Parents/ Carers are invited to attend 'open sessions' where they spend time with their child/ren in their class and are also invited to two formal parent consultations where parents/carers get to look through the child's work, discuss their progress and next steps. Journals are also created with written reports about the child's attainment and targets.

Any events, competitions or assemblies are shared with the parents/carers through the fortnightly newsletter, texts, website update or class letters.