



Woodhouse Community Primary School

Literacy - October 2020

At Woodhouse Community Primary School we are committed to providing an inclusive, creative and exciting curriculum based around high quality teaching and learning.

Intent

At Woodhouse Community Primary School we intend to inspire and ignite the curiosity of our pupils; enabling them to have unlimited access to a high-quality education that will support pupils in speaking and writing fluently to enable them to communicate their ideas and emotions to others and through their reading and listening, enabling others to also communicate with them. We intend that through reading our pupils will have opportunities to develop culturally, emotionally, intellectually, socially and spiritually. We will support pupils in striving to be the best that they can be, with a firm understanding of the importance of reading as it enables pupils to acquire knowledge and to build on pre existing knowledge. At Woodhouse Community Primary School we intend to equip all pupils with the skills of language, which are essential to participating fully as a member of society, including having the ability to speak, read and write fluently and confidently.

Implementation

At Woodhouse Community Primary School we aim to implement learning through a range of high quality, exciting but always purposeful learning experiences. We deliver learning in a variety of ways to ensure access for all of our pupils. Experiences will vary from theoretical to practical with a wide range of phonics, reading and writing opportunities. In School we use Read, Write, Inc as a guide for teaching and delivering high quality phonics skills and Accelerated Reading to promote the reading skills across the school. The way in which we deliver learning has been strategically planned to support people in 'learning more, knowing more and remembering more'. When planning the implementation of Literacy, as a school we have defined specific subject knowledge, considered associated and non-negotiable vocabulary, deliberate consideration of **sequencing** and to equip children with the fundamental speaking, phonics, reading and writing skills needed to allow them to progress, flourish and work towards exceeding their potential and expectations. In EYFS early phonics skills are delivered through a range of high quality play experiences, informal learning opportunities and small group activities. Aspects of Letters and Sounds is used to ensure children are Reception ready as they embark on their phonics journey using the Read, Write, Inc scheme.

Impact

We intend that the intent set by Woodhouse Community Primary School and the implementation of fundamental Literacy skills and experiences equip pupils with skills and knowledge that they will continue to build upon throughout their time at our school and as they **progress** from EYFS to KS1, through KS1 to KS2 and ensuring pupils are best equipped for KS3. Pupils will be confident and competent in demonstrating knowledge and skill in relation to speaking, reading and writing skills through the topics they have covered. Pupils will have the ability to access and use resources effectively to further develop their knowledge, skills and application. Pupils will talk about their learning; projecting their wide range of knowledge and experiences; especially those gained through practical activities and opportunities to speak, read and write, not only in Literacy, across all areas of the curriculum promoting transferrable skills. We at Woodhouse Community Primary School give pupils an in-sight to what it is to be a 'fluent speaker, reader and writer'. This is underpinned through revisiting and always building on prior knowledge and learning.

NC Aims and Objectives

Through the teaching of Literacy we aim to equip children with the skills to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literacy heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our Aims

Our aims in teaching Literacy are that all children should:

- Have an interest in books and read for enjoyment.
- Read a varied selection of texts whilst gaining an increased level of fluency and understanding.
- Develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- Use reading as a means of gathering information to support their learning throughout the entire curriculum.
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Write in different contexts and for different purposes and audiences, including themselves.
- Write with increasing awareness of the conventions of grammar, punctuation and spelling.
- Have an interest in words, their meanings and be developing a growing vocabulary in spoken and written forms.

- Form letters correctly, leading to a fluent and legible handwriting style.
- Develop listening and comprehension skills through a variety of means including reciprocal and nonreciprocal situations.
- Develop their oral abilities at their own level □ Express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

Spoken Language and Listening

Spoken Language underpins the development of reading and writing and helps children develop effective communication skills in readiness for later life. The quality and variety of language that pupils hear is vital for developing their vocabulary, grammar and their understanding of reading and writing. Interactive teaching strategies are used to develop pupils' confidence and competence in spoken language and listening skills. Pupils are encouraged to build firm foundations by using discussion to probe their understanding, discuss and debate concepts. We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupils own dialect, or other language is of prime importance. Pupils who require extra support in speaking and listening benefit from small group sessions and draw on the expertise of a Speech and Language Therapist.

Reading

Teachers model reading strategies during shared reading sessions, whilst pupils have the opportunity to develop reading strategies and to discuss texts in detail during guided and reciprocal reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in EYFS and KS1 enable pupils to decode efficiently. This is continued into KS2 where necessary. A range of reading schemes are used to support early readers. Teaching assistants support reading activities to ensure that pupils have more frequent opportunities to read with adults. Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e 'World Book Day'.

Writing

We aim to develop ability of our pupils to enable them to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. Pupils are taught writing in mixed ability classes; teachers regularly assess and group their pupils according to ability. Ability groups are changed throughout the year to ensure pupils are accessing relevant activities for their ability. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Focused writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions in Literacy and across the curriculum. Pupils use a range of resources such as alphabet cards, word cards, vocabulary lists, dictionaries and thesauruses to support their work. Through our curriculum, pupils are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for pupils to improve their writing inspired by real texts (newspapers, advertisements and websites), drama techniques, use of multimedia texts, visitors, visits and film clips. They may be asked to produce their writing on their own or as part of group. Pupils will also be given the opportunity to incorporate computing skills and create

multi-media and layered texts in their writing. Pupils' independent writing is showcased in Proud Writing portfolios. Regular moderation staff meetings ensure that teachers' assessment of writing is consistent across the school and that there is a clear progression between year groups. The school also takes part in writing moderation groups within the local cluster of schools.

Literacy Curriculum Planning

Literacy is a core subject in the National Curriculum. Through planning and the delivery of Literacy skills we aim to ensure all children experience a broad and balanced Literacy curriculum, which incorporates all the necessary, practical, application and recording skills. Our curriculum planning is based on National Curriculum objectives. Our Literacy topics are based around objectives; always ensuring that pupils are learning skills and facts/knowledge as well as apply their skills, while taking ownership for their own learning. The medium-term planning is done through specific topics in each year group that allow pupils to develop the necessary **skills** and **knowledge** required in their Key Stage. Teachers plan the curriculum and activities to cover the specific learning objectives and expected outcomes for each lesson. The objectives are mapped out over both Key Stages to ensure coverage of objectives and investigation skills. We teach Literacy in EYFS in isolation as well as an integral part of the topic work covered during the year. We relate the Literacy aspects of the pupils work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for pupils aged two to five.

Cross-Curricular Learning

At Woodhouse Community Primary School we strive to ensure pupils gain a wide range of skills; skills that are **life long** and **transferrable** to other areas of learning. As a team we work hard to promote skills in many curriculum areas.

Assessment, Reporting and Monitoring

Pupils demonstrate their ability in Literacy in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback, in line with the school's marking policy, is given to the pupil to help guide his or her progress. Progress will be measured against objectives set out on the assessment tracking system for the whole school. Progress will be carried out termly. Subject leaders work alongside the SLT and Governors to monitor standards of teaching and learning across the school.

Resources and Off-Site Visits

All staff have been provided with examples, links and services where we can acquire appropriate resources.

Purposeful off-site visits positively contribute to good literacy teaching, and we include as many opportunities as we can to involve children in a range of literacy based activities. For health and safety issues regarding off-site visits, our school follows the guidance contained in its policies on Off-Site Visits and on Health and Safety.

Subject Co-ordinator: Mrs J Nichols

Date: 09.10.2020