

LITERACY

From September 2014, for all our Literacy we follow the objectives set out in the new National Curriculum for England.

READING

We follow the Oxford Reading Tree reading scheme which goes in stages from 1-20. When children have completed the reading scheme they then become free readers and can read books of their choice.

Children will read individually with an adult as often as possible and this will be recorded in their reading record. All children have a reading target in their reading record and comments should reflect how well children have achieved against this.

Children will also take part across the week in group reading where they read with other children who are reading at the same level as they are. An adult will guide this group reading and again assess the children against a target for that session.

Children practise their reading throughout the school day in lots of other ways too. This may be through research around topic work, comprehension, reading instructions which explain what they have to do, reading the Learning Intention for each lesson, reading feedback from marking, re-reading what they have written themselves to check that it makes sense, reading what a friend has written to see how well they have achieved or even in Maths where they have word problems that they have to read and then solve.

READ, WRITE Inc

Children take part in this scheme most mornings at 9.00-9.30. All our staff are highly trained to deliver this scheme which helps children to read. Children are streamed so that they are working with others of a similar ability level. Initially children learn sounds only, but very quickly they begin to put these sounds together to read words and use their knowledge of the sounds to break down and work out words they are unsure of. Once children can do this they begin to read and write simple sentences, but still continue to practise their sound knowledge and learn the more difficult sounds where more than one letter make a single sound such as **-igh** in the word **night**.

Later on when children have passed through all the stages of Read, Write Inc. they follow a comprehension scheme, where they have to read a text and show how well they have understood it by answering questions and completing activities linked to that text.

Read, Write Inc. sessions are recorded in the children's reading records as information to parents so that they know children have taken part in additional reading that day.

WRITING

As in Reading, children take part in writing for many different purposes throughout the school day and are encouraged and supported to use the skills they learn in their Literacy lessons across all other writing that they do.

However in order to improve writing skills children take part in Independent writing frequently. For KS1 and SEN children this is once a fortnight and for KS2 children this is every week. Throughout the year this will cover all different types of writing frequently so that improvement and progression can be seen.

The children have a mini checklist on their page of what their writing should include and the teacher will share this with them before they begin to write, during the writing and near the end, so that children can check their work.

As well as checking their own work, children are also encouraged to assess work of their peers against the check list and say how well they feel the other child has achieved. After the teacher has marked the piece of work, comprehensive feedback is given to the children saying what they have done well, how well they have achieved against the checklist and the next steps which, if used, would have made their work even better. Parts of the work will be highlighted in Orange - these are the bits that show evidence towards the checklist and other parts will be highlighted in Green - these are the bits that are areas for improvement. Children have to look carefully at this feedback and ensure that they totally understand and agree and if so they will make a comment back to the teacher or draw a smiley face or just initial.

Inside the front cover of the children's Literacy book a running record is kept of children's successes in their writing detailing the stars (good bits) and the wishes (area for improvement next time).

Children also have general targets for Literacy and these are displayed inside the back cover of their Literacy book and can be flapped up so that children can refer to them as they write.

SPELLING

Children have words to practise which are given out each Friday. These are differentiated according to ability. Children practise these in class and for homework and on a Friday these are tested. Spelling tests are recorded in children's spelling books so that there is a running record of their scores and parents can see how well their child has achieved each week.

HANDWRITING

We follow a cursive script method of handwriting and from entry to school children see modelling of this handwriting. When they begin to write themselves each letter starts on the line in the same place and very soon children begin to join the letters fluently and legibly. This has had a huge impact on the quality of our children's handwriting from an early age.

VOCABULARY, PUNCTUATION and GRAMMAR

The Programmes of Study for this are outlined in the new curriculum. In Key Stage 1 this is set out year by year but in Key Stage 2 this is in two year steps. Please refer to the separate chart which details what **must** be taught in each year group but also what **could** be taught if children are ready.