

## Eyam CofE Primary School Literacy Curriculum

### Intent

At Eyam CE Primary School we believe that a quality Literacy (English) curriculum should develop children's love of talking, reading and writing and so enable pupils to be able to converse with confidence both verbally and in writing. Our children learn to read and then read to learn across all areas of the curriculum

We recognise the importance of nurturing a culture where children take pride in their writing and want to read well, where they understand that reading is a vital brick in building their house of learning.

When our children leave Eyam we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about what they select.

We intend our children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. They should be able to write with grammatical accuracy and apply spelling patterns correctly whilst using a neat handwriting style.

We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We want to inspire children to be confident in the art of speaking and listening as well as using discussion to communicate and further their learning. We strive to develop confident and opinionated orators, who develop religious and social literacy - children who can be ambassadors and advocate for themselves and others. This is ambitious and we believe right.

We also aim for our children to apply these English skills to all areas of the curriculum.

By ensuring children explore a variety of genre and relate this to their own and other's experiences from across the globe and through promoting links to the arts and showing how reading and writing therefore relate to a well-rounded education, we are striving to further enhance every child's character and improve their life chances. (improving their cultural capital)

The national curriculum for English aims to ensure that all pupils:

- 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 literary 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.

## Implementation

<p><b>Phonics</b> We use <u>Twinkl</u> to teach each letter pattern - both the sounds they make (phoneme) and the way they look when written (grapheme). The children use decodable books that match each phonics level.</p>	<p><b>Learning to Read - decoding</b> Within daily phonics sessions the Infant children practise reading individual words - and writing them too. Gradually using phonics and talking about the pictures, being given key vocabulary that is then in the text, they start to spot patterns and recognise words they've seen before. Staff read 1:1 regularly in KS1.</p>	<p><b>Rhymes and song</b> It's vital to take part in a range of rhymes and songs - feeling the pattern of words and the rhythm of the music. This might be playground chants, songs in worship and daily singing activities or reciting of rhymes in the class room in KS1</p>
<p><b>Handwriting skills</b> All classes use the Nelson handwriting resource to ensure all aspects are practised before incorporating into a 'real' section of their writing - this helps to embed new skills.</p>	<p><b>Learning to write</b> Children begin by copy writing their name before they have a go at words in phonics sessions. These develop into dictated and then self-composed sentences. The older children also model composing their own sentences to the class - the teacher scribes these (sometimes with intentional mistakes) and the class then suggest improvements.</p>	<p><b>Reading and writing Genre</b> Children in all year groups analyse texts in fiction and non-fiction genre as part of book study lessons. They identify key features of each genre and apply them in their writing.</p>
<p><b>Punctuation</b> This is a vital aspect of writing so that others can read - and begins with reading and hearing where the full stops should be. We follow the National Curriculum progression of skills for punctuation.</p>	<p><b>How to put it all together?</b> We have devised some reading prompts for LKS2 to use when reading both alone and as a class - the teacher models what to do when children are stuck</p>	<p><b>Reading to learn</b> Teachers model reading using whole class story texts, songs, poems, topic texts and during book study and comprehension</p>
<p><b>Spelling</b> Children are taught a spelling pattern each week and practice this at home - they are encouraged to talk about word meanings and root</p>		

<p>words as well as writing patterns before putting the words into sentences. Y2-6 have a weekly test .</p>	<p>on a word for eg 'I listen to what I am reading and see if it makes sense.'</p>	<p>sessions. All children are encouraged to read for meaning and to search for key facts, meanings, inferences, opinions etc</p>
<p><b>Comprehension skills</b> We teach specific skills using the acronym PROVE IT to work through the domains of reading such as predict, infer, retrieve, visualise. Staff model text analysis, association and annotation to enhance understanding before questions are tackled.</p>	<p><b>Poetry and plays</b> All classes learn and perform poems over the year - even daily prayers may also be in a poem form. Children have poems read to them, the structure will be discussed as part of writing their own. Small playlets are a big part of developing confidence and are regularly seen in the KS1 class as part learning through play.</p>	<p><b>Conversation and oracy</b> Staff encourage discussion in all subjects and expect children to learn how to listen to each other's opinion and then respond. Giving clear answers in Science is also a literacy task - asking concise questions in Geography or giving feedback in PE using technical vocabulary is a vital part of learning.</p>
<p><b>Views and reviews</b> Organising your ideas to form a question and then an answer is part of the weekly 'talk, listen and ask' session in the KS1 class. Older pupils might be learning about current affairs or debating the why and how of a local issue. Staff also consider Higher order thinking skills such as applying, analysing or evaluating.</p>	<p><b>Becoming a writer</b> Before good writing comes imagination so we encourage children to draw and talk about what they have in their head - both when reading and before writing. We also use a writing menu to encourage the children to use a range of techniques in their writing. We use steps to success so the children know what to include in their writing. <a href="#">Pobble 365</a> is a super pictorial resource to inspire the imagination.</p>	<p><b>Confidence and clarity</b> Annual events such as the Christmas nativity, Autumn Church service, Poetry at Buxton music festival, Carol service or the end of Y6 play are all opportunities for children to perform in public - this requires confidence, learning of words and performance skills.</p>
<p><b>Vocabulary</b> Developing an understanding of word meaning is a key skill. Time is spent analysing the possible meaning of words using the root word, environmental knowledge, phonics and learning how to use a dictionary. Knowing a meaning is only confirmed if a child can use it verbally and then also in their writing. Word pyramids are also displayed - these group words into tiers of complexity, staff plan for the T3 words to be known by all pupils by the end of each half term.</p>	<p><b>Author knowledge</b> We encourage our children to share their ideas about different authors. During the year children recommend books to each other and consider which authors they prefer and why.</p>	

<p><b>Class texts</b> Every class has a high quality text that is selected both for its quality and genre as well as being linked to the topic. English work then links to the context of this text, allowing features to be highlighted, samples used to inspire writing or to focus on analysing grammar techniques.</p>	<p><b>Applying knowledge of grammar y2-y6</b> As far as possible new concepts are taught which relate to the studied genre, these are then integrated into weekly writing tasks.</p>
--	--

(Many of our techniques and processes were developed as part of 'Project Read' 2018-19, in particular the focus on teaching of high quality vocabulary and explaining and practising reading strategies as well as huge significance of text analysis and the teaching specific comprehension skills.)

**Marking** is critical as one of several assessment for learning tools. Peer feedback and self-editing using the steps to success all provide opportunities for children to analyse their ideas, make improvements and monitor their own progress against specific criteria before the teacher gives feedback. We use agreed whole school symbols to enable a consistent approach.

**Parental engagement** is vital in supporting children literacy skills. We run a phonics session for Infant parents each September with the children taking part in a phonics lesson for parents to watch. Every 2 years we run a reading workshop where we model various strategies and techniques to parents and how to 'read with' a child to practise comprehension skills. Year Two and Six parents are also invited to find out about SATs with a focus on supporting comprehension and problem solving skills.

Infant parents are invited into school weekly to read with their children - this is a wonderful time to share books and listen to different people read. Younger siblings are also invited in to enjoy a story.

**Impact** 

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. All pupils are involved in assessing their own work alongside the teacher as part of regular (CC) Child Conferencing.

At Eyam we **celebrate Literacy** through supporting participation in Buxton Music and Drama Festival: encouraging children to enter a poetry recital class or a mini drama presentation. World book day is always a major event in the year, not only involving

dressing up and reading together but also watching Authors talk about their writing techniques and hearing famous Authors read their stories. We aim to read poetry to each other on National Poetry day and again listen to others reading on the web or in class.

**Story Club** is a pupil lead club running over lunch time where the oldest pupils read and share their favourite books - encouraging a love of listening and enjoying picture books as well as more complex stories.

**Reading volunteers** come into school weekly and read with a selection of children.

## **Monitoring of progress**

### Formative Assessment

- Staff share the WALT /learning objective and then the steps needed for successful learning (steps to success). The children learn over time to self-assess using these.
- Staff mark writing with next steps given and the children are taught how to self-edit their work using 'perfect purple'.
- Pupils give peer feedback in KS2 and work together to practice self-editing as well as giving praise and a next step (Star and a wish)
- Staff and children agree writing targets which go in the back of learning journeys and are referred to as part of weekly writing tasks.
- Child conferencing, a 1:1 discussion with an adult about a piece of writing, takes place on a regular basis - giving a chance to review targets and identify next steps as well as review recent progress.

(see Assessment for Learning policy for recall and retrieval techniques used across the curriculum)

### Summative assessment

- The annual SATs tests for y2 and y6 which assess reading comprehension, SPAG and writing
- 3x a term using Ros Wilson assessment grids to give a numerical score
- Weekly spelling tests Y2-6
- Twice a year NFER reading comprehension and SPAG assessments giving a standardised score which is then tracked
- Suffolk reading tests are used when needed as are Nessy assessments for dyslexia which give a standardised score and an indication of reading age or areas of challenge.
- Single word tests used to children with SEN as an additional measure
- Nessy phonics is an app for practising phonic spelling patterns and reading

## **Homework**

Children are expected to read with an adult at least 5x a week for an increasing length of time.

Parents are asked to give their children time to talk about the text and to ask questions as well as encourage the child to do the questioning.

Children may take home handwriting or SPAG tasks UKS2 children have a Grammar book in Y6 for weekly revision

All children take home a list of the weekly spellings and are encouraged to practise using LSCWC (look Say Cover Write Check) technique.

## **Policies and procedures**

English policy

Handwriting Policy

Marking policy

Assessment for Learning Policy

**Parents Booklet** 'How to be a powerful reader', is a comprehensive explanation of how we teach and approach reading at Eyam.

## **Developing a love of reading - the 'Reading Culture' at Eyam**

**This represents a cross-school and multi aged ethos - involving both children, staff and the wider family of the school.**

1. We Read across the curriculum: topic books, news articles, class magazines etc.;
2. We take part in storytelling and re-enacting stories: we invite storytellers into school.
3. We set up visits from authors and illustrators;
4. All class teachers are expected to read a class novel to model expression when reading aloud.
1. We have an annual Book Fair year.
2. We take part in the Summer Reading challenge run by the library each year.
3. Some KS1 children have a reading buddy from KS2 that meet regularly.
4. Parents are invited to school weekly at KS1 to share stories with their children
5. We may take part in reading competitions run by The National Literacy Trust
6. We have a display with a reading focus in our school library: such as favourite authors or 'get caught reading'
7. Children books swaps
8. We celebrate reading in particular on 'World Book day'
9. A banded Reading scheme made of a mixture of non-fiction, Oxford reading Tree, real life picture based books with text and phonics books. In to Ks2 the children have a choice of banded books across a range of authors and genres as well as beautiful picture books.