

North Wingfield Primary School

Curriculum Statement for Literacy



AIMS FOR LITERACY IN OUR SCHOOL

At North Wingfield Primary School we aim to develop pupils' abilities within an integrated teaching of Speaking and Listening, Reading and Writing. Pupils will be given opportunities to:

- Communicate for a range of purposes, listen effectively and show an understanding of what they hear
- Read and write with confidence, fluency and understanding
- Experience a range of text types and genres
- Develop the powers of imagination, inventiveness and critical awareness

STATUTORY REQUIREMENTS

The school follows the statutory guidance and legislation stated in the National Curriculum programmes of study. The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop the love of literature through widespread reading for enjoyment.

In the Foundation Stage, pupils are given opportunities to speak and listen, read and write in addition to using communication, language and literacy in every part of the curriculum. The Foundation Stage will enable pupils to become immersed in an environment rich in print and possibilities for communication.

At KS1, pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with confidence and enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At KS2, pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

SUBJECT ORGANISATION

The Literacy curriculum is delivered using the New National Curriculum for Literacy. The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

In each year group the pupils are grouped for literacy based on their attainment. Work is differentiated within these groupings to match the needs of the individuals. Pupils will receive specific literacy teaching as well as structured sessions in reading, phonics (until they achieve phase 6), spelling and handwriting each week.

APPROACHES TO SPEAKING AND LISTENING

We believe pupils need to have the skills, ability and confidence to deal with spoken language and respond critically in speech. Spoken language underpins the development of reading and writing. In order to achieve this, the four strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum.

Pupils will be given opportunities to develop oracy skills by:

- Speaking in complete sentences
- Increasing awareness of grammatical conventions
- Involving themselves in conversation and discussion
- Preparing them to talk though their ideas before they write
- Developing an understanding and awareness that speech can vary according to context, including the variety provided by dialect
- Presenting to a variety of audiences
- Having the opportunity to understand and use the conventions for discussion and debate.

Pupils will be given opportunities to develop listening skills by:

- listening to others (without regard for content or speaker)
- understanding the spoken word
- working in talk partners
- taking part in group and class discussions
- attending whole school/key stage assemblies

APPROACHES TO READING

We believe pupils need to have the skills and confidence to deal with printed language critically and should also be encouraged to read for pleasure.

At North Wingfield Primary School we aim to:

- provide children with experience that will lead to a rich and varied language development
- help the child develop visual perception and discrimination of the written word
- teach the child skills necessary to become a fluent reader
- encourage the child to understand the deeper meaning of texts

SHARED READING: Shared reading is where the teacher works with the pupils to model fluent, expressive reading; the use of effective reading strategies and to encourage response to texts. Shared reading enables pupils to access and enjoy rich, authentic texts which are slightly beyond their independent reading level. This will be planned for by the teacher using suitable materials and be conducted with the whole class or groups. All classes will also have a class novel which is read aloud by the teacher, usually at the end of the day.

WHOLE CLASS READING: The aim of whole class reading is to expand pupils' vocabulary and deepen their understanding of the texts they are reading. We do this through explicit teaching of vocabulary before reading the text and re-reading sections looking closely at the elements

which require further understanding, keeping in mind that children must learn to retrieve information, interpret meaning and comment on the author's choice of vocabulary or style. Questions check pupils' understanding of previous extracts as well as the current text in order to enhance their memory.

Each day the children have a different focus for example:-

Monday and Tuesday – Word Work

Begin the week by looking at a variety of vocabulary,

Begin the week by looking at a variety of vocabulary, around 12 words over two days.

Vocabulary pursuit

- The children are introduced to the word on a PowerPoint and they then have to find the word in the dictionary.
- Choose a pair of children to read out the definition for everyone else.
- The children write down the word and the definition, and then come up with their most creative sentence to consolidate their understanding of each word.
- The words ALL come from the chapter that you are about to read! Choose words that they either won't know or that they could benefit from using in their work.
- **This will be an** incredibly slow process at the beginning, with the children completing only two words in the first session.

Wednesday - Reading

Reading aloud

Class teacher reads a whole chapter to class whilst they follow along in their books.

Reasoning behind this:- Some of children wouldn't engage with the text because it's too difficult, some children aren't read to at home, some children are dyslexic, some children would benefit from hearing intonation and expression being used etc.

Children raise hands when they hear a word that they covered in the vocabulary sessions – a great way to check that they are listening.

Thursday - Summary

On a Thursday, the children write a summary of what they have read without looking back in the text. Most detailed gets a [Dojo Point](#).

Friday - Comprehension

We move our GR lesson to the Literacy slot to cope with the amount of time needed.

Answer the questions

- The children complete a comprehension (about eight questions) based on four pages of the class text.

- The questions are not simple. When writing them, use 'How might...' type questions to promote inference and provoke their inner investigator!

The focus changes on the year group leading the teaching.

PERSONAL READING: Personal reading encourages pupils to develop their reading ability and develop an enjoyment and enthusiasm for reading. Pupils are given a book from the appropriate stage which they are encouraged to read at home to an adult as one of their homework tasks and may also read at school. They are also able to choose another book from the library to read at home for their own enjoyment. Pupils will be moved to the next stage when, in the teachers' professional judgement, the pupil is ready for a new challenge. In both key stages the children have a Reading Record which the pupil/parent is responsible for maintaining.

ASSESSMENT: At the end of each year pupils reading levels are passed on to their new class teacher and a discussion is had, to ensure that the planning is appropriately pitched and targeted in September. Throughout every term, teachers make on-going assessments of pupils reading ability, skill and comprehension, using the target materials. Teachers collect evidence from the range of sources stated above. Each teacher will then be able to gauge the pupils' strengths, areas for development and the progress made, and use this to plan future provision. The school tracking system for reading is updated for every pupil six times every academic year.

At the end of KS1 and KS2, pupils will take a formal reading test and their levels will be reported in the end of year, annual report to parents.

RESOURCES: Teachers will provide a language rich environment with a well-resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided, home and personal reading) will be updated as necessary, following an audit of need. Reading resources which are damaged or out-dated, making them unappealing to primary age pupils, will no longer be used, and will be removed from book shelves.

APPROACHES TO WRITING

We believe the medium of writing offers important opportunities to develop pupil's understanding of their feelings and to develop thinking, becoming self-aware members of the community.

At North Wingfield Primary School we aim to:

- Enable pupils to construct and convey meaning in written language, matching style to audience
- Enable pupils to become aware of different types and purposes of writing
- Help pupils develop a variety of techniques to support their development towards mastery of spelling conventions
- Enable pupils to use a fluent, cursive handwriting script.
- Allow pupils to write for different audiences and purposes in a variety of styles using a selection of materials. They will be taught to plan, draft and redraft when necessary, making appropriate use of computing programmes

- Provide opportunities to write for a variety of audiences and recognise the different styles of language needed in those contexts e.g. Report, persuasive, narrative
- Allow pupils to write freely, with technical accuracy, shape and style being introduced as soon as appropriate
- Provide opportunities to write collaboratively

EMERGENT WRITING: Emergent writing is an integral part of Early Years education where pupils are learning to use the written form in useful situations. A range of suitable writing materials and implements will be supplied so that activities can be instigated by the child. The activities that are encouraged around these emergent writing areas include recording of information, writing invitations, cards and letters, and creating shopping lists and stories. The writing itself does not have to contain correctly formed letters; it is the understanding of the purpose and the process that is important.

SHARED WRITING: There are three levels of shared writing:

- **Demonstration:** The teacher shows how to write a particular sort of text or in a particular style, giving a running commentary on what he or she is doing, and why
- **Scribing:** The teacher involves the pupils in word choices and composition. Using the same technique of rehearse-write-reread, s/he scribes their suggestions, and shares the running commentary with them
- **Supported writing:** In pairs, the pupils rehearse-write-reread which is shown to the teacher. Once pupils have been given a thorough grounding in how to write through the shared writing lesson, they are ready to move on to independent writing.

GUIDED WRITING: During Guided Writing, teachers work with carefully selected groups of pupils according to their current targets or specific needs. The group will work together to produce work which the teacher may scribe and can guide pupils as necessary. The teacher will continue to scaffold pupils towards independence.

HANDWRITING: Pupils are taught to use a continuous cursive script from entry into our Nursery. By the time pupils reach Year 1 this moves to a continuous, joined, cursive script. Pupils in KS1 use pencils for all formal pieces of writing. When pupils have a continuous, fluent, neat, cursive style, they can earn a handwriting pen if the teacher feels the writing is consistent in all work books. All pupils use a handwriting pen in year 6.

PHONICS

In the Foundation Stage and KS1 all pupils have a discreet, 20 minutes, daily phonics session until they are secure at phase 5. Pupils are grouped according to their attainment in phonics, not by their year group e.g. this may mean that there is a range of pupils from Foundation Stage 1 to Year 2 in a phase group.

Every teacher and teaching assistant in EYFS and KS1 is responsible for leading a phase group.

At KS2, pupils who are not secure at phase 5 phonics, receive interventions in the afternoons Teaching assistants, as well as teachers, depending on the number phonics, phase groups, take responsibility for leading these groups.

VOCABULARY, GRAMMAR AND PUNCTUATION

Opportunities to enhance pupils' vocabulary arise naturally from their reading and writing. Pupils' acquisition and command of vocabulary are key to their learning and progress around the whole curriculum. Throughout KS1 and KS2 children will have a session related to Punctuation and Grammar weekly. Children will develop an understanding to use both familiar and new punctuation correctly. They will also learn to use and understand the correct grammatical terminology accurately and appropriately when discussing their writing and reading.

APPROACHES TO SPELLING

We believe that spelling is an important skill which all pupils should be taught in order to develop to their greatest possible potential. The 'No Nonsense Spelling' programme is used throughout the school from Year 1 to Year 6. All pupils receive at least 3 discreet spelling sessions per week (with the exception of Year 2 which receive 1 spelling session daily to ensure curriculum coverage).

At North Wingfield Primary School we aim to:

- increase the competence and confidence of pupils in the written use of language by knowing the spelling of a wide range of words
- facilitate progression in the spelling competence of pupils through appropriate learning activities

We may send home spellings from the week's sessions within a written context, for pupils to consolidate at home. We do not send home weekly spellings to be tested.

CROSS- CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning in literacy will be planned for and used as appropriate.

This curriculum statement should be read in conjunction with the following school policies and statements:

- Learning and Teaching Policy
- Assessment and Reporting policy
- Marking and Feedback policy
- SEND Policy
- ICT Curriculum Statement