



KS1 AND KS2 ENGLISH

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY
SCHOOLS

OUR INTENT

We know that Literacy is fundamental to all areas of learning as it unlocks access to the wider curriculum. A literate individual is granted greater life opportunities and the foundation for lifelong learning and employment, which strongly contributes to the development of all aspects of social and academic life. In 2018, Ofsted said that it was hard to overstate the importance of early literacy, as reading is the gateway to almost every other subject and to children discovering their own unique interests and talents; build a robust vocabulary and ‘unlock the door’ to their curriculum.



The Federation of the Church Schools of Shalfleet and Yarmouth

Curriculum for Learning Overview

What are we trying to achieve?

Lifelong Achievement

Curriculum Values

Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Relationships
We have strong partnerships and positive relationships

Determination
We are determined to do our very best to achieve

Respect
We show respect to others and the environment

Coherent learning links and pathways

Strong working partnerships

High quality outcomes, deep learning

Valuing all children, learning is accessible to all

Challenging, engaging and motivating

Opportunities for memorable experiences

Promotes independence and curiosity

**Broad, relevant and balanced
Local, Mainland, Global**

How do we implement?

Components

Teaching for Learning

Approaches

EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons Topics Events/Trips Environment Enrichment/Inspire Partnerships

Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions

Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education

CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE

Positive relationships and interactions Appropriate learning opportunities understood by pupils Children understand how to be successful Oral and written feedback that has impact Dialogic talk and rich questioning Developing meta-cognition Moderation underpins standards Effective use of assessment driving tailored learning Target setting and review

What is the impact?

Successful Learning

Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum

Good behaviour, positive attitudes and high attendance

Teaching that is engaging and consistently good for all

Motivated teams & positive learning culture

Confident, kind, respectful, determined learners

AREAS OF LITERACY

Specific Areas

- Communication and Language (speaking and listening).
- Reading (a range of purposes and genre in both fiction and non-fiction)
- Writing (a range of purposes and genres in both fiction and non-fiction)
- SPaG
- Handwriting (letter formations and sizes, cursive script and legible)

Other Areas

- Emotional Literacy: The ability to express oneself and communicate our feelings, relationships with others and the outside World.
- Applying Literacy skills throughout the wider curriculum.
- Literacy for life.

Investigate and Explore

Find out and explore
Discuss and share what
they know
Willing to have a go

Active Learner

Being involved and
concentrating
Keep on trying
Enjoy achieving what they

Critical Thinker

Have own ideas
Making links
Choose ways to do things

PLANNING FOR LITERACY LESSONS

- <https://english.hias.hants.gov.uk/>
- The HIAS Moodle is used by all teachers to refer to and generate lesson ideas.
- Our Literacy planning follows the HIAS medium term format and is updated onto our shared planning area for all teachers and staff members to access (see the above website).
- Rich, age appropriate texts are chosen to drive the reading and writing (including SPaG).
- Complimentary texts, videos and other resources are used alongside the text driver.

DEVELOPING CHILDREN'S SPOKEN LANGUAGE AND LISTENING

- **High quality adult interactions.**

Adult interactions and the role of questioning by an adult is key to unlocking the full potential of child led learning. Staff are supported to deepen their understanding of the value of questioning children to extend a child's thinking but to also value the role of being the observer – listening and taking note from a distance. During class discussions, assemblies and opportunities to sit together and talk – sharing experiences, our learning and listening to those around us.

- **Modelled language.**

The positive use of rich language is embedded within our early years classrooms and is continued through Key Stage 1 and 2. Adults model language continuously to children, repeating and correcting speech, introducing children to new words, consolidating the meaning of existing language.

- **Time to listen to stories, books, poems, rhymes.**

Reading time is a key part of each day, with several opportunities for the children to join together as a class to listen to or read a story, rhyme, poem with an adult. Discussions and writing opportunities are then generated from this.



DEVELOPING CHILDREN'S READING

- Delivering a systematic phonics program.
- Investing in reading schemes to support early reading.
- Celebrating the value of books with children through story time and library time.
- Observing the role and importance of reading (role models).
- Creating a love for reading (reading for pleasure).
- Teaching the key reading skills.

DEVELOPING CHILDREN'S READING

- Regular reading 1:1 giving children time to practice their reading strategies.
- Whole class reading opportunities.
- Creating opportunities for reading through the wider curriculum.
- Helping children to discover that love of reading (reading for pleasure time slots in class).
- Teaching a range of reading skills.
- Building word recognition and use of vocabulary.
- Engaging and supporting families with reading.

DEVELOPING CHILDREN'S WRITING

We recognise that writing is a complex skill, with many important aspects collaborating together; such as composition, handwriting, spelling, editing, punctuation, grammar and developing a writer's voice. Throughout the year, children's skills are built upon to create children who are independent confident writers, who have pride in their work.



WRITING CONTINUED...

- **Spelling and Phonics**

During phonics, children are offered focused opportunities to apply their developing skills, using sound buttons to sound out individual words, progressing to whole sentences. Tricky words are embedded into the teaching of phonics, with opportunities given to children to read, write and apply the new words they acquire. Spelling incorporates the teaching of patterns, rules and Common Exception words.

- **Handwriting**

Handwriting goes through a journey during the Reception year, progressing from opportunities offered through play to short, regular, discrete handwriting sessions. Our Early Years children are encouraged to use and play with a range of resources with links to the children's interests e.g. copying letters/words with paints, chalks, a range of pens (including invisible spy pens, highlighters) and word wands/props. In Year 1, we progress to more formal handwriting lessons, more emphasis is then needed on supporting posture, seating position and pencil grip. The Read, Write Inc. rhymes are used to embed correct letter formation. As a Federation we support our children to form letters correctly, progressing through the stages to being able to use a pen to demonstrate a neat, cursive script by Year 6. At this stage, all pupils are expected to have legible handwriting.

- **Opportunities to write**

We work from the children's interests in the Reception year, meaning children engage in purposeful opportunities to write with motivation and interest. Their writing skills develop through the years, progressing from mark making that serves meaning to the child, labels and captions, sentences and then on to longer extended pieces that are written and edited independently. Our pupils learn about the importance of writing for a purpose and addressing an audience. We also expose them to a range of reading and writing genres. Resources are placed around the environment to ensure children can easily and independently access the tools they need to support their writing (this includes interactive working walls). We encourage regular opportunities for short and long writing experiences.

- **Modelled writing**

We incorporate the use of model examples and language ideas into our writing programme. This helps to form a greater understanding of the value and role of written text. This may be a whole class opportunity to write with the teacher or to encourage them to follow model examples and 'magpie' ideas picked from a text extract.. Links are made to other year groups too, with opportunities taken e.g. for older year groups to interact with Reception children and write stories based on their interests. Model examples written by children of the same age, attending other schools are also shared with our children (see the Hampshire Moodle for examples).



LITERACY ASSESSMENT

We have adopted a uniform approach and our class teachers use a Sims assessment grid to track the achievements of our pupils throughout the year across all areas of the Literacy Curriculum. This data will influence starting points and next steps for pupils and the level of support needed. All formal tests are completed in accordance to the guidelines. These include: Year 6 SATS and writing moderation, Year 2 SATS and moderation, Year 1 Phonics screening test, SWIST spelling ages and Salford reading tests.

Owing to the recent Lock down (January 2021) Literacy coverage has been an area of concern for all teachers and pupils. Our online learning was consistently and carefully monitored by SLT in terms of lesson content, access and availability to all children, differentiation and child engagement. We supplemented our online lessons with lists of useful websites, videos, a regular timetable and Google hangouts. Parents were contacted on a regular basis and asked to feedback so that we could make changes to suit the needs of our children. The Key Worker children followed the same format as those children at home.

Since returning to school on March 8th 2021 we have simplified our assessment grid and all planning incorporates a refined list of learning objectives to ensure that the majority of our pupils reach ARE by the end of this academic year.



MONITORING AND EVALUATING

Impact of the implementation of the teaching of Early Literacy Skills is measured in a variety of ways.

These include:

- Talking to children and families about their experiences
- Time spent by the Literacy Lead and SLT in the learning environments and monitoring of Literacy lessons across our Federation
- Analysis of our own assessment data and formal test results
- Looking at samples of children's work and evidence of their learning journeys shown in their Literacy books (book scrutiny) and on display walls
- Regular Literacy reports submitted from the Literacy Leader to SLT and Governors
- Regular feedback to teachers from the Literacy Leader
- Monitoring of working walls in classrooms to achieve a whole Federation approach
- Moderation of writing standards within the Federation and with other Isle of Wight and Hampshire schools

ACTION PLAN KSI AND KS2 THE FEDERATION DEVELOPMENT PLAN 'READING THE WRITE WAY'

- Following the Federation Development plan.
- Termly meeting are arranged with the Literacy Lead, SLT and Literacy governors to discuss the Literacy objectives on the FDP and form an action plan to drive standards forward.
- Regular action plans are created to address areas that require improvement. This helps to identify gaps in learning and focus on problems as they arise (eg: Covid lock downs).

ADDITIONAL SUPPORT

- Specific support with phonics and reading interventions from Literacy Lead.
- HIAS training courses
- The HIAS Moodle website (see previous links)
- HIAS training from Literacy consultants
- HIAS Year 6 writing moderation courses
- HIAS Year 6 SATs support
- HIAS Year 2 SATS support
- Staff meeting time slots allocated for Literacy Lead
- Strong communication between the schools and parents
- Home Learning guides for parents
- Support from our designated Literacy Governors

RESOURCES

- The following items are available to all on our staff T-drive:
- A copy of our Federation's Long Term Reading Plan
- A shared planning area on the google drive available to all staff
- Time allocated for shared literacy planning with teachers in the same year groups across the Federation
- Reading and writing ideas taken from the Hampshire Moodle (<https://english.hias.hants.gov.uk/>)
- A listed inventory for each school (reading text drivers, SEND books, complimentary texts)
- Spelling Intervention ideas
- Our Literacy Policy
- Our Literacy Statement
- A Marking and Feedback Policy
- Time allocated during Development days to share lesson ideas, The FDP and future action planning
- Written feedback to individual staff members regarding lesson observations and book scrutiny.