

**LEARNING
WITHOUT LIMITS**



Successful learners
Confident individuals
Responsible Citizens

Ladybrook Primary School

Literacy



Our school intention for Literacy

Ambitious Curriculum

*"One child, one teacher, one book,
one pen can change the
world." — Malala Yousafzai*

Our children will:

- Develop as effective contributors – both orally and in the written form;
- Become confident readers who read to learn and for pleasure and can enjoy, analyse and evaluate high quality texts;
- Be immersed in a language rich curriculum;
- Be able to read and write across the curriculum in the appropriate form and style;
- Articulate meaning confidently and appropriately in a range of situations;
- Meet authors and poets;
- Explore the use of drama to express themselves and to entertain



Why is it so important to us that we teach reading well?

Why is Reading so important?

The impact of being able to read extends beyond simply having a set of skills. The benefits of being able to read, and of being a reader (one who enjoys reading and chooses to do it) are far reaching, such as:

- **Neurological:**

Reading helps to develop the learner's brain and increases their memory function.

- **Educational:**

As well as giving the learner access to text-based learning across all subject areas and in all lessons, reading improves attention spans and leads to better concentration.

- **Psychologically:**

Reading helps children to grow in self-confidence and independence.

Reading offers a greater insight into human nature and decision-making; through the texts they read, learners develop a greater understanding of the world around them, and a better sense of self.

- **Socially:**

Being a reader increases the learner's social status among their peers as well as their self-image and self-confidence.

Reading also develops a better understanding of other cultures and can lead to better community participation.

- **Linguistically:**

Learners develop richer vocabulary, correct grammar, improved writing, better spelling, and articulate verbal communication.



How have we constructed and renewed the curriculum for Literacy?

- **The story so far:** Reading and Writing Scheme developed in school; Dyslexia Friendly Schools award – highest level accreditation
- **Subject leader Training:** Stockport LA, Year 6 SATS writing / Reading cluster leader
- **Staff Training:** Emma Earnshaw (inclusion), ‘in school’ training and moderation, Rebecca Bell
- **Use of outside Expertise:** Rebecca Bell (DEAL) , Amy Sartou (Diversity)



What does our Progression for Literacy look like? Why?

Our starting point for progression starts in Nursery and Reception. We introduce relevant EYFS Framework objectives from 'communication and language' and 'literacy'



EYFS Writing	<p>Three and Four-Year- Olds Reception Early Learning Goals</p>
General Non-Fiction	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>
Audience Purpose and Structure	<p>Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Learn new vocabulary. Use new vocabulary throughout the day. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Planning Writing and Editing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Form lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.</p>



What does our Progression for Literacy (Reading) look like? Why?

Our progression map for reading has been designed by the team to ensure that steps in learning between year groups for all aspects of the subject are incremental to support sound understanding and long term recall. This includes skills and knowledge. For example, the acquisition of phonics and decoding skills is just one area of reading, as an example, that has been planned to build from nursery to Year 6.

Word reading	EYFS	Key Stage One		Key Stage Two			
	Three and Four-Year- Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -sion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings*</p> <p>To decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>





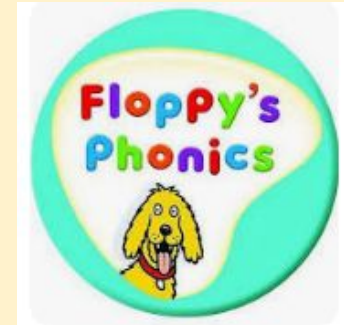
What does our Progression for Literacy (Reading) look like? Why?

Children start school being immersed in books as well as phase one phonics – this starts in our nursery. In fact by summer children usually have a reading book. Focussed reading sessions start as 1:1 before moving to reciprocal reading. All reading documentation shows the progress of skills from EYFS □ Year 6

Children are carefully monitored throughout their reading journey using our reading records

Books are carefully chosen to support Phonics teaching in the early stages of reading

ORT Stage 5	More Stories A	More Stories B
The Magic Key	The Great Race	The New Baby
Pirate Adventure	A Monster Mistake	Camping Adventure
The Dragon Tree	It's Not Fair!	Scarecrows
Gran	Underground Adventure	Noah's Ark Adventure
Castle Adventure	Vanishing Cream	A New Classroom
Village in the Snow	The Whatsit	Mum to the Rescue



Project X - Stage 5	ORT Read at Home Stage 5	ORT Read at Home Stage 5
The Noisy Day	The Lost Voice	The Palace Statues
Tiger's Drum Kit	Mountain Rescue	Uncle Max
What's That Noise	The Secret of the Sands	Gran's New Blue Shoes
Be Quiet	The Hairy-Scary Monster	Save Pudding Wood
Click! Bang! Pop!	Ice City	
	The Golden Touch	

Woodpeckers Stage 5	Traditional Tales Stage 5
The Sunship	

Individual Reading Sheet	Key Learning Objectives
Comment on rungs skills developed / strategies employed	1. To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	2. To apply their growing knowledge of root words, prefixes and suffixes (including tion, sion, cial, tial), ance/ant/ancy, ent/ence/ency, able/ably, ible/ibly, to read aloud fluently.
	3. To read most Year 5 and 6 exception words.
	4. To read a wide range of genres, identifying the features of text types and differences between text types.
	5. To participate in discussions about books that they read or are read to them, building on their own and others' ideas and challenging views courteously.
	6. To identify main ideas drawn from more than one paragraph and to summarise those.
	7. To recommend texts to peers based on personal choice.
	8. To discuss vocabulary used by the author to create effect including figurative language.
	9. To evaluate the use of authors' language and explain how it has created an impact on the reader.
	10. To draw inferences from characters' feelings, thoughts and motives.
	11. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
	12. To continually show an awareness of the audience when reading out loud, using intonation, tone, volume and action.
	13. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.



What essential reading skills do we want our children to acquire?

In reading, we have identified the essential skills for our year groups which enable children to learn to read confidently – decoding, inference and deduction, sight vocabulary, phonics

These have been based on NC expectations.

Developmentally appropriate and year group reading skills are used within group reading, individual reading and reading conferences.

Ladybrook Primary School Group Reading Sheet Date _____ Adult _____ Text _____		Key Learning Objectives 6 (highlight focus rungs for the session) I can make predictions based on what is stated and implied I can provide reasoned justification for my views about a book, sometimes using a quotation or drawing on part of the text as evidence. I can use Point evidence and explain to answer questions about part of a text I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas I can participate in discussions about books that are read to me and those that can be read independently I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context I have increasing familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions I am able to use an encyclopedia and a reference section in the library I can retrieve, record and present information from non-fiction making sure I plan for my research first. I can distinguish between fact and opinion.
Child _____ _____ _____ _____ _____ _____ _____ _____	Key Points / Questions answered _____ _____ _____ _____ _____ _____ _____ _____	
Key Questions (including info about which rung they relate to.) _____ _____ _____		
Date: _____		Reading Conference Planning Sheet 3/4
<i>The book that I have chosen:</i>	<i>Author:</i>	<i>The main characters and a little bit about them:</i>
<i>The sections I have decided to share in my page / pages:</i>	<i>I have chosen this section because</i>	
<i>I recommend / do not recommend this book because.....</i>		

Name _____ Research planner

Before starting your research you need to plan carefully. Use this research planner to help you.

I want to find out about:

What shall I find out?

- What do I already know?
- What questions do I need to ask?

Where shall I look for information?

- Shall I use the library?
- Shall I use ICT
- Where else shall I look?

Can I find an answer?

- What resources shall I use? (books / websites / leaflets)
- Is the information useful?

How shall I show it?

- Who wants to know?
- What's the best way of showing it? (booklet/draw a flowchart/ use ICT?)

What have I learned?

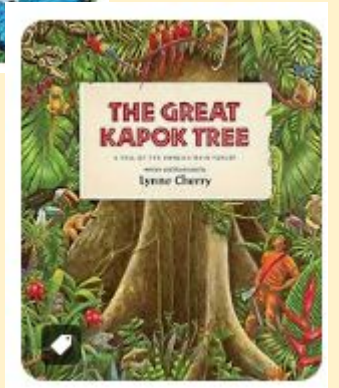
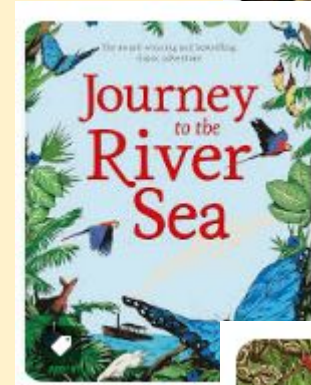
- What did I do well?
- What can I do better?
- What do others think?



How do we ensure a range of quality and diverse texts are used across the key stages?

High quality texts have been carefully chosen to support the curriculum, the developmental age of the children and to demonstrate a range of styles and authors. This is reviewed regularly

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Handa's surprise - class text Dragon dance A new classroom The outing Mag at the zoo The old vase	Our City Holidays Historical Letters, Diaries and Journals The Story of the Great Fire of London	Stone Age Boys - Satoshi Kitamura Stone Girl Bone Girl Extract - Laurence Anholt Stone Age - information text	Perseus the Gorgon Slayer- Jane O'Loughlin	Letters from the Lighthouse - Emma Carroll	Journey to the River Sea Eva Ibbotson
Autumn 2	Three little pigs - class text Senses poems - class text Everyone got wet Mum to the rescue Treasure chest Dragon hunter (non-fiction)	Avoid Being in the Great Fire of London Instructional writing - various texts	Stone Henge information text. Bill's New Frock - Anne Fine The Night Before Christmas - Poem	The Path of Finn McCool Sally Prue Swan Boy Nikki Sheehan Hugo and the Long Red Arm Rachel Anderson	Letters from the Lighthouse - Emma Carroll	Journey to the River Sea Eva Ibbotson Christmas Playscript - various SATS Paper 2018
Spring 1	We're going on a bear hunt - class text Pet play (non fiction) Dragon tree What's that noise (non fiction) Land of the dinosaurs Mr Grumpy's motor car	Poles Apart Introducing Antarctica	Myths - Romulus and Remus, Ceres and Proserpine, Jupiter and the Bee	Escape from Pompeii- Christina Ballit	How to Train Your Dragon - Cressida Cowell	The Curse of the Maya The Great Kapok Tree (KS2 picture book) - Lynne Cherry SATS paper 2019
Spring 2	Pirate books Camping adventure A village in the snow (playscript) Robin hood Finding things (non-fiction) Willy the wizard Owl babies	Antarctic Journal Questions form SATS Papers 2016 / 2017	The Twits - Roald Dahl Explanation texts - examples Until I met Dudley - Explanation	What are Volcanoes?- Claire Llewellyn	How to Train Your Dragon - Cressida Cowell	The Curse of the Maya The Arrival (wordless picture book) - Shaun Tan The Jabberwocky Lewis Carroll SATS Paper 2022
Summer 1	Traditional stories - class text What's that noise? (non-fiction) A fright in the night William and the dog The surprise Princess smartypants	Questions form SATS Papers 2018 / 2019	Fables The Iron Man - Ted Hughs	The Time Travelling Cat and the Egyptian Goddess- Julia Jarman There's a Pharaoh in our Bath- Jeremy Strong	Is there anyone out there? Non-fiction text	Short extracts to prepare for SATS
Summer 2	Instructions texts - class text Body invaders (non-fiction) The pig in the pond -William's mistake -Peace at last -The adventures of the dish and the spoon	Animal Poetry The Tree House William's Problems Hedgehogs Don't Eat Hamburgers	The Iron Man - Ted Hughs The Journey-Francesca Sanna My Name is not Refugee-Kate Milner	Scholastic Ancient Egypt Discover More- Penelope Arlon (and other non-fiction texts) George's Marvellous Medicine-Roald Dahl	Non-Fiction texts about Space	Francis ('reading' a film) The Final Year Matt Goodfellow





How do we promote a love of reading?

It is important to us that children 'want to read' and that they develop a skill set that allows them to read for enjoyment and for learning. How do we do this?

- ✓ High quality, diverse texts
- ✓ A well stocked library and book corner
- ✓ ERIC
- ✓ A library designed by the children themselves
- ✓ Reading buddies
- ✓ Visits to libraries
- ✓ Author visits – both narrative and poets
- ✓ Reading conferences to share books
- ✓ Teacher recommendation moments
- ✓ Recommended books... 'If you like this....then try this ...'
- ✓ Book fairs – Year 6 run these events
- ✓ A clear set of reading guidelines

Ladybrook Primary School

Reading Guidelines - reviewed September 2021

Remember – pupils who read widely and often across all subjects = outstanding!

Reading is key to learning and, in a print rich environment, it is essential that children become confident and fluent readers. We aim to foster positive attitudes to reading through positive role models, encouragement and the provision of appropriate resources to all individuals. In achieving this, we are enabling children to both enjoy the literate environment in which they live by becoming part of it and ensuring their future success as learners.

Teaching reading

Reading involves a complex interplay of skills and not all children learn using the same skills. We therefore have to accommodate learning styles and preferences. These skills will of course be taught in a print rich environment encouraging even the youngest of children to read for meaning. Reading skills cannot be taught in isolation and are best taught alongside each other in a developing spiral as children progress through school.

Skills to develop reading ability:

1. Comprehension
 - a. prediction
 - b. sequencing
 - c. recall of significant events
 - d. make use of previous reading to interpret a text
 - e. relate stories to their own experience
 - f. can distinguish between fact and opinion
 - g. respond at various levels to the plot, characters or ideas and refer to relevant passages to support their opinion.



What does our Progression for Literacy (technical writing skills) look like? Why?

Technical skills for writing such as spelling, grammar, punctuation and handwriting are taught explicitly through a planned programme whilst also being interwoven into composition within genres that lend themselves to practice the skill eg sequencing conjunctions with recounts.

This starts in EYFS

Grammar					SPaG: Punctuation		
	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with</p>	<p>I can join words and joining clauses using the conjunction 'and'.</p> <p>To know and use the word 'noun' and 'proper noun'.</p>	<p>I can use the present and past tenses correctly.</p> <p>I can use conjunctions for subordination (using when, if, that, because) and for coordination (using or, and, but).</p> <p>To know and use the word 'proper noun', 'noun', 'adverb' and 'adjective'.</p> <p>I understand the difference between a statement, command, exclamation and question. I use the appropriate punctuation.</p> <p>I can use apostrophes for contracted forms and the possessive (singular).form - the girl's book.</p> <p>I am experimenting with punctuation to show direct speech.</p>	<p>To know and use the words 'adverb', 'preposition',</p> <p>'conjunction', 'clause', 'subordinate clause' and 'prefix</p> <p>I can use the present perfect form of verbs instead of the simple past e.g. He has gone out to play (present perfect) as opposed to He went out to play (simple past)</p> <p>I can write in standard English forms for verb inflections e.g. 'we were' instead of 'we was'</p> <p>I can use devices to build cohesion within a paragraph using time/place/cause conjunctions (e.g. when, before, after that, while so, because, firstly), adverbs (then, next, soon, therefore), or prepositions (before, after, during),</p> <p>I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>I am beginning to use paragraphs as a way to group related material.</p>	<p>SPaG: Punctuation</p> <p>I can open my sentences with adverbials and remember to use a comma!</p> <p>To know and use the words 'preposition' 'conjunction' 'determiner' 'pronoun' 'possessive pronoun' .</p> <p>I can ensure the consistent and correct use of tense throughout a piece of writing</p> <p>I can use a wider range of conjunctions, e.g. when, if, because, although, during, meanwhile and however - to show time, cause and place</p>	<p>I can use subordinate/dependent clauses beginning with: who, which, where, when, whose and that and know that h are called relative clauses.</p> <p>I can indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>To know and use the words 'noun', 'proper noun', 'adjective', 'verb' and 'adverb' and 'adverbial'</p> <p>I can link ideas across paragraphs using adverbials of time (e.g. later, soon after, the next morning), place (e.g. nearby, at the shops, on the other side of town) and number (e.g. firstly, secondly)</p>	<p>I can use passive verbs to affect the presentation of information in a sentence.</p> <p>I can recognise vocabulary and structures that are appropriate for formal speech and writing.</p> <p>To know and use the words preposition, article, determiner, phrase and clause - relative, main and subordinate</p> <p>I can use adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision</p>
	modelling and support from the teacher.						



What does our Progression for Literacy (writing composition skills) look like? Why?

In writing, we have identified the genres of writing that children will need throughout other subject learning and into high school eg explanations are common in science.

Our writing curriculum therefore introduces these genres at an age appropriate level and is cyclical so each genre is revisited – on each revisit it become more sophisticated. This allows our children to write confidently for a different range of audiences and for different purposes by the time they leave us.





How have we sequenced learning (writing composition) from EYFS to Year 6? Why?

Our **clear sequence** for learning begins in Nursery and Reception. where we have designed a rich early years' curriculum inspired by high quality picture books.

Broad themes for a half term / term are shared between the 2 classes.

In nursery and reception the children revisit all of these styles of writing on many occasions within all terms.

Vocabulary is introduced, modelled and repeated through planned learning opportunities to embed its use

Focus for teaching input	Skills from progression chart
Narrative – Traditional Tales	<ul style="list-style-type: none"> I have used traditional language I have described the characters I have told the reader details: who, what, where, when, how? I have shown the problem I used 'Suddenly' and something happened I solved the problem
Narrative - Stories with a pattern	<ul style="list-style-type: none"> Our story makes a round We used adjectives to describe . . . I say it before I write it I can hear and write sounds in words I used a full stop at the end of a sentence I am beginning to use capital letters I made the cover exciting I used a title
Narrative – Fairy tales	<ul style="list-style-type: none"> I used fairy tale language I described my characters I tried to hear and write sounds in words I used alliteration I can tell my story in sequence I can read my story
Recounts	<ul style="list-style-type: none"> I planned my writing I answered 'w' questions My sentences are in the right order I used helpful words to order my sentences I am beginning to use full stops I can read my recount back
Instructions	<ul style="list-style-type: none"> I say it before I write it I think before I write I can write in a list I can use numbers to show the order I used 'bossy' words I started with a verb
Labels and Signs	<ul style="list-style-type: none"> I think before I write I know which signs you might find in a . . . My sign gave clear information I used size and colour to get my sign noticed I can read my sign
Lists	<ul style="list-style-type: none"> I think before I write I write lists going down the page I don't use joining words My list gives information I used the sounds in words to help me spell I can read my list back My list makes sense
Poems with predictable structures	<ul style="list-style-type: none"> I said it before I wrote it I used capital letters at the start of lines I repeated '.....' I used capital letters at the start of names I used rhyming words in linesand.....



How have we sequenced learning (writing composition) from EYFS to Year 6? Why?

Genres are revisited on a cyclical basis – each year group building on the learning and writing skills of the previous year group. This also supports our reading curriculum – each genre begins by an analysis of a successful, age appropriate text.

Focus for teaching input	Skills from progression chart
Narrative stories from a range of cultures	<ul style="list-style-type: none"> I have used a traditional start My beginning creates a setting My beginning introduces the characters In the middle one event leads to the next I have used descriptive language My story resolves the problem I have used full stops and capital letters
Non-Fiction Recounts	<ul style="list-style-type: none"> My recount starts by introducing the event I have talked about events in the order they happened I have used time connectives (temporal connectives) I have used the past tense I write as if telling a story of what happened I ended with a comment about the event
Rhymes with rep patterns/ using the senses	<ul style="list-style-type: none"> Create a class anthology which includes A number poem with numbers in ascending / descending order A poem using rhyme A poem using alliteration A poem with describing words Writing that makes sense

Focus for teaching input	Skills from progression chart
Non-Fiction Recounts	<ul style="list-style-type: none"> My recount starts by introducing the event I have talked about events in the order they happened I have used time connectives (temporal connectives) My use of time connectives means I move the recount forward to only focus on significant events I have used the past tense I used details to make my writing more interesting I ended with a comment about the event
Narrative – traditional tales	<ul style="list-style-type: none"> I used sentences beginning with a capital letter and ending with a full stop I use conjunctions to link ideas I used repetitive language I resolved the problem well I used a traditional story ending
Poetry – patterned language	<ul style="list-style-type: none"> I have carefully selected words to create strong images My poem includes onomatopoeia It includes alliteration It includes rhyme It includes personification I have used a capital letter at the beginning of every line My writing makes sense
Explanation	<ul style="list-style-type: none"> I used the present tense I used a heading in a large, clear font My main text is written in the order that things happen I used illustrations and diagrams with labels and captions I used arrows to show the order things happen I used subheadings to give extra information I used sentences beginning with a capital letter and ending with a full stop

From Year 1 onward, writing is split into blocks – with at least three genres taught each term. The skills for the genre are specific to each year group but may be taught in different ways eg narrative immersion, Talk for Writing or WMG



How do children know what is expected of them in writing?

In writing, we have identified the essential knowledge within our units of work which enable children to learn to read and write confidently.

These have been based on NC expectations and end of Yr 2 / 6 teacher assessment frameworks

Developmentally appropriate writing skills are shared with children via their target cards

Year 2 Writing Target: Writing at the expected level Name:
I can write simple, flowing narratives about my experiences and those of others (real or fictional)
I can write about real events, recording these simply and clearly
I can use capital letters and full stops to show my sentences. I can use question marks correctly when I need to
I can use present and past tense mostly correctly and consistently
I can use: coordinating conjunctions (e.g. or / and / but / so) subordinating conjunctions (e.g. when / if / that / because / after / before / if) to join clauses
I can use my phonic skills to try to spell words, spelling many of these words correctly and making <u>phonically-plausible</u> attempts at others
I can spell many common exception words*
I can write capital letters and digits of the correct size, correct way round and that compare properly to my lower case letters
I can use spacing between words that matches the size of my letters

*Some = 30%

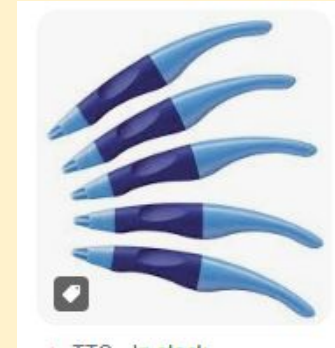
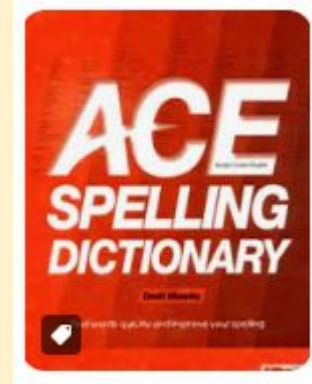
*Many = 50%

*Most = 90 %



How do we ensure inclusion in Literacy?

- Upskilling teachers and teaching assistants
- Supporting parents
- A growth mindset culture
- Resourcing
- Impact of approach
- Adaption of teaching
- An enabling environment
- Specific strategies eg Dyslexia Friendly techniques and resources
- Scaffolding and modelling
- Peer support
- Pre-teaching of vocabulary





• How do children demonstrate that they know more and remember more?

- Reading Scheme – age related book bands
- Reciprocal Reading
- PIRA termly assessments
- Spelling Scheme and tests
- Internal and external writing moderation
- Summative data – end of EYFS and Year 6
- Subject leader pupil Voice
- Meeting targets on target cards
- Whole school progress displays
- Data Analysis – Perspective Lite
- Pupil Progress Meetings

Year 2 Writing Target: Writing at the expected level		ORT STAGE	Approx word count	Phonics phase				YR	Y1	Y2	Y3
Name:		1+	30-40 words	Phase 2							
I can write simple, flowing narratives about my experiences and those of others (real or fictional)		2	50-60 words	Phase 3							
I can write about real events, recording these simply and clearly		3	80-100 words	Phase 3							
I can use capital letters and full stops to show my sentences.		4	100-150 words	Phase 4 final							
I can use question marks correctly when I need to		5	120-180 words	Phase 5							
I can use present and past tense mostly correctly and consistently		5	250-450 words	Phase 5 plus							
I can use coordinating conjunctions (e.g. or / and / but / so)			300-670 words	Examples Phase 6 Phonics							
I can use subordinating conjunctions (e.g. when / if / that / because / after / before / if) to join clauses			550-800 words	Phase 6							
I can use my phonic skills to try to spell words, spelling many of these words correctly and making phonically-plausible others			700-1000 words	See above							
I can spell many common exception words*			690-1400 words	Consolidation and developing fluency							
I can write capital letters and digits of the correct size, correct way round and that compare properly to my lower case			880-1650 words								
I can use spacing between words that matches the size of my letters											

*Some = 30%

*Many = 50%

*Most = 90%

EYFSP | Good Level of Development 76.7%

+9.5% -2.6% 22nd

From a cohort of 30 pupils in your school being assessed using the early years foundation stage profile, 76.7% are achieving a good level of development (GLD), a total of 23 pupils.

The average total points score, for your school, in all GLD goals is 23.0 out of a possible 24.

EYFSP: Good Level of Development | Value

76.7% Achieving GLD
23.3% Not achieving GLD

EYFSP: Good Level of Development | Trend

2021/22: 79.3% (School), 65.2% (National)
2022/23: 76.7% (School), 67.2% (National)

Your school's EYFSP good level of development has decreased by 2.6% from 79.3% in 2021/22 to 76.7% in 2022/23.

This is equivalent to approximately 1 fewer pupil achieving a good level of development in 2022/23 compared to 2021/22.

Your school's average for the last 2 academic year(s) is 78.0%.

attestation	
from	
on	



What policy decisions have we made about Literacy?

- **Literacy is recognised for its value across all subjects**
- **Teaching and Learning must engage** through quality reciprocal reading sessions, 1:1 reading, narrative immersions, talk for Writing, What Makes Good...
- **Oracy is a priority within our curriculum design – it must be practised in order to write well**
- **Investment in high quality resourcing throughout** – books updated regularly, quality dictionaries and thesauri, well stocked library, investment in authors and poets, Dyslexia Friendly spelling scheme
- **Opportunities to write for real purposes eg Yr 6 writing short stories for Year 3**
- **Analysis of a quality text to trigger all writing blocks**