



Literacy

Literacy Definition

The ability to identify, understand, interpret, communicate and compute. The opportunity to enter, access, explore, discover and delight into the world of literature.

Literacy Intent

We strive to ensure that pupils view literacy as enjoyable, exciting rewarding and worthwhile in order to begin their lifelong learning journey.

A Brimpton child will develop their abilities within an integrated programme of Speaking & Listening, Reading and Writing within the context of a broad and balanced curriculum which gives the opportunity to practice, apply and consolidate literacy skills.

We will endeavour to instil passion and enthusiasm for literature by celebrating and sharing a wide variety of fiction and non-fiction texts within our school community.

We will ensure that spelling, punctuation and grammar are taught through an integrated progression of skills throughout the school.

Pupils will:

- be able to think reflectively and critically and to communicate the results effectively both orally and in writing
- be able to use a varied, interesting and subject appropriate vocabulary in speech and writing
- read and write independently, with confidence, fluency and understanding, applying a range of strategies to self-monitor and correct.
- have sound comprehension skills and develop higher order thinking through reorganisation, inference, evaluation and appreciation of a range of texts
- be able to utilise a full range of reading cues (phonics, graphics, syntactic, contextual) to monitor their reading and correct their own mistakes
- be critical readers, increasingly able to see how texts create effects and meanings and relate texts to their own personal experience and views.
- be effective spellers with a sound knowledge of common exception and high frequency words as well as knowledge of spelling rules based on phonics.
- have fluent, cursive handwriting
- have an interest in words, their meanings and a wide vocabulary and the opportunity to investigate the meaning, context and spelling of new vocabulary.
- be confident and reflective writers. They will know, understand and be able to write in a range of genres in fiction and poetry and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot
- be able to understand, use and be able to write a range of non-fiction texts
- be able to plan, draft, revise and edit their own writing

- have a technical and grammatical vocabulary which they can use to discuss their reading and writing
- be able to use writing to consolidate and develop thinking
- have a love of books and read with enjoyment and evaluate and justify preferences
- have developed their powers of imagination, inventiveness and critical awareness through reading and writing

The Organisation of Teaching and Learning of Literacy

The English Curriculum is delivered using the National Curriculum. The Foundation Stage Curriculum is followed by using early learning goals to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

In Reception children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for

Communication

At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children learn to change the way they speak and write to suit different situations, purposes and audiences. They 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.

Speaking and Listening

Speaking and listening is key to developing, writing and thinking skills as well as reflecting on learning and creating collaborative and constructive working relationships.

When creating medium term planning, teachers record possible areas in which Speaking and Listening skills may be developed. This could be on the Literacy planning or within another curriculum area where coherent links can be made.

- Speaking – Speaking clearly and being able to express extended ideas orally
- Listening – Developing effective strategies for listening and responding
- Group discussions and interaction – Participating in group discussions in a variety of roles (i.e. spokesperson, leader etc.)
- Drama – Accessing texts through: working in a specific role, improvisation, performing scripts etc.

Reading

This is taught and developed through:

- reading aloud to children
- independent reading

- home/school reading
- shared reading
- guided/group reading
- reading as a part of learning across all areas of the curriculum

Brimpton has a carefully progressed, phased reading scheme with a wide variety of fiction and non-fiction texts. It is primarily based on phonic skills and complexity of structure and vocabulary. This reading scheme is recorded in the class reading files in the foundation stage and key stage 1 and the children are continuously assessed before moving on to the next level. By the end of key stage 1 some pupils will have moved on to free reading and others will continue working their way through the levels in key stage 2

Reading is also encouraged and promoted by a variety of reward systems throughout the school including 'Rocket reading charts and 'Air miles'

It is important that all staff are trained in how to use a consistent phonics-based approach to reading.

Reading is initially taught through synthetic phonics using the

Letters and Sounds Programme

Starting in the foundation stage we base reading on the structure of this six-phase teaching programme that promotes the principles and practice of high-quality phonics. Phase One concentrates on activities to promote speaking and listening skills, phonological awareness and oral blending and segmenting. Phase Two to Six focus on providing a systematic approach to phonic work to ensure that by the end of Key Stage 1, children develop fluent word reading skills and have good foundations in spelling.

In Foundation Stage 2 and Year 1, we timetable five daily 20 minute discrete phonics sessions per week. In Year 2, two Letters and sounds is the basis for shared reading and the teaching of handwriting grammar and spelling integrated into the curriculum.

The Phases of Letters and Sounds are :

<i>Phase One</i> (FS1 and 2)	Activities are divided into seven aspects including environmental sounds, instrumental sounds, body sounds, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting.
<i>Phase Two</i> (FS2) up to 6 weeks	Learning 19 letters of the alphabet and one sound for each. Blending sounds together to make words. Segmenting words into their separate sounds. Beginning to read simple captions.
<i>Phase Three</i> (FS2) up to 12 weeks	The remaining 7 letters of the alphabet, one sound for each. Graphemes such as ch, oo, th, representing the remaining phonemes not covered by single letters. Reading captions, sentences and questions. On completion of this phase, children will have learnt the 'simple code', i.e. one grapheme for each phoneme in the English language.
<i>Phase Four</i> (FS2) 4 to 6 weeks	No new grapheme-phoneme correspondences are taught in this phase. Children learn to blend and segment longer words with adjacent consonants e.g. swim, clap, jump
<i>Phase Five</i> (Throughout Year 1)	Now we move on to the 'complex code'. Children learn more graphemes for the phonemes which they already know, plus different ways of pronouncing the graphemes they already know.
<i>Phase Six</i> (Throughout Year 2 and beyond)	Working on spelling, including prefixes and suffixes, doubling and dropping letters etc.

Letters and Sounds Supporting KS2

Some children at Key Stage 2 may be experiencing difficulty in reading and/or writing because they have missed or misunderstood a crucial phase of systematic phonics teaching.

In their day-to-day learning some children may:

- experience difficulties with blending for reading and segmenting for spelling
- show confusion with certain graphemes and related phonemes
- have difficulty segmenting longer words containing adjacent consonants
- demonstrate a general insecurity with long vowel phonemes. For example, children generally know the most common representation of a phoneme, for example /ai/ as in *train*, but require more explanation and practice about the alternative spellings for any particular phoneme.

The Letters and Sounds programme is designed to guide practitioners and teachers, in supporting children who may have poorly developed phonic knowledge, skills and understanding. For some children, the missing piece of the jigsaw may be specific items of knowledge that require only a few weeks of short, focused sessions. However, other children may not have crucial concepts such as blending and segmenting in place. Some may have a combination of the two and will require a term or more of consolidation.

Shared Reading and Guided Reading

Shared reading enables children to:

- access and enjoy a text that may be slightly beyond their independent reading level
- increase fluency through supported re-reading of a text
- test their theories in a safe and supportive environment
- gain an insight into or help to consolidate the decoding and comprehension strategies employed by able readers

Shared reading enables professionals to

- demonstrate on a regular basis, that reading is meaningful and pleasurable
- introduce the whole class to a content focus, text feature or reading strategy
- model skills and strategies used by effective readers
- support readers in their comprehension of more difficult text
- observe and assess the range of reading understanding and strategies used by children
- It is a step between reading to the children and independent reading by children
- The teacher and children read the text together
- The reading is brisk and expressive
- A text or series of linked extracts may be shared over several days at Early Years, KS1 or for longer at KS2
- At Early Years and KS1 the focus is upon modelling reading strategies usually from an enlarged text
- At KS2 the focus is upon exploring and analysing the text, both fictional and non-fiction, to improve comprehension and compositional skills

In shared reading sessions, children are encouraged to make personal links to the text and offer interpretations that reflect their cultural and linguistic backgrounds. These

contributions provide preparation for teaching that a reader makes a major contribution to meaning within a text and that meaning is not only dependent upon the author.

Shared reading is also used to introduce or extend a unit of work within other areas of the curriculum

The managed blend of explicit teacher-modelling, choral reading and focused discussion enables shared reading to support children from a range of cultural, social and linguistic backgrounds.

Guided Group Reading gives

- a more focussed teaching session
- an opportunity to teach and extend children of a similar ability
- an opportunity to learn from each other, teacher and children alike
- an opportunity to learn to share and collaborate with increased independence

- recognising basic punctuation, through to using more complex conventions as an aid to comprehension;
- using early word attack skills and having a bank of basic sight words through to being able to use a range of strategies and skills for word attack and having a knowledge of words, their origins and patterns with which to decode text.

Guided Reading is only one aspect of our reading program. We have an effective, balanced, quality program that includes several kinds of reading for children:

Suggested Ideas for Guided Reading of Fiction Texts:

- *Introduce the book* — front cover, blurb, author's name; find out if children have read anything similar
- *Discuss what sort of book it is* — fiction, non-fiction
Make some predictions about what the book will be about
If appropriate, discuss the prologue — note from the author
- *Discuss parts of the book*

Orientation, setting, complication, resolution, epilogue

- *Discuss whose point of view it is written from*
- *Discuss the plot:*

children can use their journals to produce story maps, sequence events, draw story boards, rewrite chapters/paragraphs/events

- *Discuss the language:*

Word origins, use of nouns, verbs adjectives, adverbs etc.; figurative language; tense and agreement; structure of sentences; pattern of spellings; spelling rules.

Study the characters – their development, character traits, stereotypes

children can write letters to characters or to 'agony aunts' about characters' problems

Suggested Ideas for Guided Reading of Non Fiction Texts:

Brimpton – Reviewed May 2022

- use maps: discuss alternative routes
- follow instructions, discuss ease of accessibility of information
- interpret diagrams: are they clear and unambiguous?
- study labelling: how does this help access information?
- develop higher order reading skills : skim, scan, focused reading, brief note taking
- fact and fiction : write a narrative based upon fact with reference to/glossary of terms and information
- explore relationship between text and illustration
- explore different genres, e.g. recount, report, procedure, explanation, persuasion;
- use index, table of contents, headings, sub-headings, glossary;
- compile information pack for rest of class; give five/ten minute presentation using power point

Writing

Writing combines creativity with the progression of skills in spelling, punctuation, grammar and handwriting and is closely related to the development of reading.

Shared Writing:

- Provides opportunities for children, as developing writers, to use and consolidate new learning
- Enables the teacher and children to experience the writing process together
- Provides an opportunity for children to experiment with what they are learning
- Allows children to gain confidence as part of collective authorship
- Provides an environment for children to discuss and evaluate what makes effective writing
- Helps children to build up and use a language to talk about writing
- Provides support for children with English as an additional language, when confronted by the demands of written English

During Shared Writing:

- The teacher and the children may collaborate to plan or develop a piece of writing that challenges and extends the children's independent writing skills
- The teacher may model aspects of writing using children's contributions
- The teacher may focus upon the structure and content of writing features, revision and improvement
- Shared writing is often linked to reading e.g. using texts as models

Guided Writing

- Children work in small groups according to writing ability.
- The teacher focuses on specific, challenging aspects of writing.
- The children work on individual pieces of writing, often linked to their reading, using the knowledge they have acquired from Word and Sentence Level work.
- As writing develops the teacher focuses on the children's skills, e.g. analysing and justifying the children's critical response to their own and others writing.
- The children are taught how to plan, draft, re-draft, revise, edit and proof-read their writing
- The teacher gives explicit feedback and points the way forward.

Independent Writing Activities

- Are well organised and set up effectively
- Ensure progression
- Apply the learning
- Are focused on planning, drafting, reflecting and redrafting in different groupings
- Are time-limited
- Have planned time for self and peer review and evaluation

Use of VCOP

VCOP is focused teaching of the following:

Vocabulary = teach a wide range of 'wow' words, (ambitious vocabulary);

Connectives = teach a wide range of words and phrases for connecting thoughts, ideas, sentences etcetera;

Openers = teach a wide range of ways of opening sentences, including sequence words, linking words and phrases and the 3 power openers;

Punctuation = teach a wide range of punctuation in line with the progression of skills outlined in the national curriculum.

This way of working is used across KS1 and KS2 as a tool for improving writing and giving children support in meeting the high expectations of their use of ambitious vocabulary, meaningful and appropriate connectives, a variety of sentence openers (including those which support their use of complex sentences and a wide range of punctuation).

Emergent Writing

Generally seen in the foundation stage but may occur later.

This mark making is the beginning of writing which gradually evolves to include letters and then words. By valuing emergent writing, we develop confident 'writers'. The children very quickly begin to apply their understanding of phonics when they are writing and celebrate the fast progress they make.

Spelling

During and following on from the Letters and Sounds programme, it is important that the children are taught a range of strategies to enable them to tackle the spelling of unfamiliar words.

We always encourage the children to attempt to spell words they are not sure of to enable them to practise the strategies they have been taught.

To become independent spellers the children should:

- Have a store of words they can spell automatically.
- Be able to segment/sound words out.
- Know the common letter patterns; so that they know when a word looks 'right' (become a visual speller).
- Be able to divide words into syllables.
- Make links between the meaning of words and their spelling.

- Work out spelling rules for themselves.
- Use word banks and dictionaries

We encourage our children to develop a visual memory to enable them to visualise words. To help in this process we teach them a variety of strategies to learn and retain spellings.

Spelling in KS1

Spelling is differentiated into six groups. All children are assessed at the beginning of the year in relation to their knowledge of reception and KS1 high frequency words and common reception words. This forms part of the spelling at home programme Resources including word books and cards are displayed and easily accessible and children are encouraged to independently use these to support their learning. Sound families are prominently displayed and referred to, to support the Letters and Sounds programme.

Spelling in KS2

Spelling is taught in class groups which are differentiated according to spelling ages. We use no nonsense spelling as a focus to develop spelling patterns. KS2 have a twice weekly spelling session where the children complete tasks in their spelling journals. Some of these tasks are graffiti walls, word pyramids, sentence builders and definitions. The children have spelling tests when appropriate to test the application of the spelling rules practised.

Handwriting

Initially children are encouraged to develop their gross and fine motor skills through a range of multisensory activities. Cursive handwriting is then taught from the reception onwards. In key stage 1 individual letters and joins are taught in conjunction with the letters and sounds programme

Resources used are:

Teaching correct letter formations and joins is essential, but children are only taught to join once they have mastered correct letter formation.

- Lessons may be part of the Literacy session, or may take place outside of this.

In the Early Years, handwriting is actively demonstrated by the teacher/practitioner. In addition to modelling and practice through Communication, Language and Literacy, and Letters and Sounds, children are involved in a daily handwriting session of approximately 20 minutes. The handwriting is delivered within a range of contexts in KS2 this is usually through a morning task where children are encouraged to demonstrate their consistently sized cursive handwriting.