

Curriculum Policy – Literacy



“Write to be understood. Speak to be heard. Read to grow.”

Lawrence Clark Powell

At Christ the King Catholic Primary Academy, we encourage every child to strive for their very best through our school motto, ‘We Can and We Will.’ In order to fulfil this ‘mission’ we build foundations to enable every child to become literate, preparing them with the skills for adult life.

Literacy is a fundamental and integral part of the school curriculum and is taught both as a discreet subject and across the wider curriculum. In studying Literacy, we want pupils to develop skills in speaking, listening, reading and writing that will enable them to express themselves creatively and imaginatively and to communicate with others effectively and independently. We want pupils to learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Through the study of Literacy, pupils should begin to understand how language works, looking at its patterns, structures and origins. Using this knowledge, pupils will learn to choose and adapt what they say and write in different situations.

The English teaching we provide should allow all children to fulfil their potential while giving them the skills to understand and use language in all its aspects. We aim to include and engage all children in high quality learning experiences in order to foster passions for life long reading; while providing the confidence to communicate effectively in both speech and writing. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We strive to ensure every child develops the confidence and competence to embrace literature.

This policy statement outlines all that is important to our school in the teaching and learning of our English Curriculum. Our aim is to ensure that all staff teach English in the most effective way possible through the implementation of the National Curriculum and our adopted daily synthetic phonics programme, Floppy’s Phonics, to allow all of our children to develop confidence and competence with regards to English skills, regardless of gender, ethnicity or social/economic background, to enable our children to become effective communicators, equipped with the skills they need to be successful in the next steps of education and with effective foundations of skills to use throughout life.

Equality and Diversity within English

When choosing focus texts for reading and writing, we ensure that a range of authors from diverse backgrounds and ethnicities, as well as high quality texts with main characters from diverse backgrounds, are chosen throughout school. Alongside this, reading for pleasure texts in our school and classroom libraries ensure that children have a wide range of diverse texts to select from.

Intent

It is our intent at Christ the King Catholic Primary Academy to:

1. To provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.
2. To equip pupils with a strong command of the spoken and written word, and to develop their love of literature through reading for enjoyment.
3. To teach pupils to read easily, fluently and with good understanding.
4. To help pupils develop the habit of reading widely and often, for both pleasure and information.
5. To ensure that pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
6. To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
7. To enable pupils to use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

Implementation

Oracy

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach them to express themselves orally in an appropriate way, matching their style and response to the audience and purpose. Children develop the skills of participating effectively in group and class discussions with regular talk sessions built in to the curriculum to discuss a particular theme or topic. Through our 'Hooked on Books' reading curriculum offer supported by the Jane Considine training and materials, children listen and respond to fiction, non-fiction and poetry and use discussion to elaborate and explain their ideas and understanding of the meaning of words and the text.

Children are encouraged to:

- Listen to others carefully, use eye contact and take turns
- Justify ideas with reasons
- Ask questions to check their understanding
- Develop vocabulary and build knowledge and understanding
- Evaluate and build on their own and others' ideas

- Give well-structured descriptions and explanations
- Accept and value that sometimes we will have different opinions
- Speculate, hypothesise and explore ideas
- Organise their thoughts and ideas prior to writing

Writing – Our Approach

At Christ the King Catholic Primary Academy, Writing is a crucial part of our curriculum. All children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum.

At Christ the King Catholic Primary Academy, we believe Jane Considine's 'The Write Stuff' approach brings clarity to the mechanics of the teaching of writing, encouraging the children to understand the 'craft' of writing. Using a method called 'sentence stacking', it focuses on teaching writing in a logical, procedural way. Sentence stacking refers to the collation of high-quality sentences from each lesson, building over a sequence of writing lessons to craft a whole text. Rooted in the Cognitive Load Theory, The Write Stuff approach ensures that knowledge and skills are developed in manageable chunks and

Through vocabulary-rich environments and explicit vocabulary work, teachers will show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Components of effective teaching of writing as reported in "What works", Clearinghouse 2012; Gillespie and Graham, 2010; Andrews et al, 2009; Graham et al, 2011; Santangelo and Olinghouse, 2009) include;

- Teachers compose and model writing together with their pupils so that it is a lively learning interaction.
- Pupils are exposed to modelling of the writer's internal voice as the teacher verbalises aloud word, phrase or clause choices.
- Spelling and grammar decisions are noted as ongoing smaller chunks of learning and quick decisions take place en route to a complete sentence.
- Sentence combinations and cohesions between them are justified accordingly.
- Editing and redrafting of writing is done "live" so pupils can see the improvements in a transparent way. High value is given to editing, so pupils begin to understand the process of moving from raw to polished versions.
- Pupils are guided very clearly with their own writing, with teachers analysing quickly at sentence level for improvement in meaning or intent.
- Pupils are encouraged to model for one another and memorise strategies to be used in different contexts.

These key strategies are integral to the teaching of writing across Christ the King Catholic Primary Academy and are key components in our whole school implementation of Jane Considine's The Write Stuff approach.

The Writing Lesson

An individual lesson is based on a paragraph model, broken into three learning chunks. Each learning chunk follows the same pattern.

1. Initiate – a stimulus is used to capture the children's imagination and set up a sentence. Within this section, this part is teacher-led and the activities are set up to engage, motivate and inspire the children as the teacher 'rinses out' all the potential learning building banks of vocabulary/phrases. The core purpose of these sessions is to be language hoarders and vocabulary collectors before they see a model and understand the focus of the chunk. The teacher however must be clear about what key vocabulary they are trying to build and expose the children to during this section. Grammatical features and word class vocabulary will be explicitly used with and by the teacher and children embed grammatical knowledge within writing.

The initiate has a three-part structure:

- A stimulus (picture/you tube clip/ drama sketch).
- Word/language collecting led by the teacher (this ensures exposure to vocabulary of the highest quality and children are exposed to words outside of their vernacular).
- Paired chat and jot (CHOT). This is where children on a whiteboard or on their inspiration page/vocabulary vault record words they may wish to use later- lastly their is kind calling out teacher records examples which have been offered by the children.

2. Model – the teacher closely models a sentence that outlines the clear writing features and techniques in that particular step for success. Focussing on one learning chunk- eg a sentence, strong dynamic teaching takes the lead. The teacher models the sentence through a Writing Rainbow lens and as she writes, they think out loud, drawing on the vocabulary rinsed out from the initiate stage, making the invisible writing process visible for the pupils.

3. Enable – the children write their sentence following the model, being clear about the sentence idea/ success criteria for that learning chunk. The children use the chottings recorded on their 'Thinking Side' page to support their word choices.

The Zones of Writing

Each sentence can be seen through a lens. These lenses are categorized into Fantastics, (the ideas for writing), Grammaristics (the skills of writing) or the Boomtastics (the techniques of writing).



Units of Work

A unit of work focuses on a key text and the number of lessons is dependent on how many plot points (narrative) or jigsaw shapes (non-fiction). The plan includes the two elements the children experience; the teaching sequence and the independent sequence. Interspersed within the teaching sequence are experience sessions. These are an opportunity to give all children an experience around the key subject matter of writing. These experience sessions are lively and engaging and provide an opportunity to collect rich vocabulary in preparation for the next step of writing.

Through the teaching sequence, children are taught the specific skills needed in order to be a successful writer. There is a clear teaching sequence in place, writing is carefully modelled and children scaffolded to create chunks of writing. The independent stage follows the teaching sequence and the children embark on a planned independent writing sequence. This allows the child to demonstrate the skills they have learnt.

Writing lessons are interspersed with 'experience sessions', which are highly engaging lessons, ensuring all children are given an experience to enable them to write about the subject matter, ensuring children from all backgrounds are given equal opportunities. These sessions are used to collect and discuss rich vocabulary ready to be built into following writing sessions.

Spelling

IN EYFS and Year 1, spelling is taught via phonics. In Year 2, this moves towards spelling patterns. In Year 2 onwards, we use Spelling Shed. It is a spelling scheme which is divided into six stages, each stage corresponding to the respective school year. Within each stage, there are weekly objectives and spelling lists that give a steady progression through the English curriculum but also offers opportunities for our children to review spellings and attempt additional challenge lists to extend vocabulary. For each week's spelling list we

provide other activities to add variety to this original concept of 'Look, Cover, Write, Check.' Spelling Shed has been developed to cover all spelling targets within the National Curriculum but additionally it offers further support for learning high frequency words for each key stage.

Reading

Intent

To develop our pupils as readers we:

- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.

Implementation

At CTK, children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Children read during these sessions in a variety of different ways. We predominantly use ECHO reading of a text where the teacher will model expert reading, with the class echoing speed and intonation, thereby developing prosody. They may also read individually and feedback, work in groups, take turns in pairs or read aloud to their peers.

This reading time will then be followed by focused questions or tasks which will enable the children to develop their understanding of the text. To begin with in Key Stage 1, this will involve children orally responding to texts, building up to written responses later.

Children are encouraged to provide evidence for their answer based on a text extract or a picture they have seen in the book. Where appropriate children are encouraged to use evidence from a range of different places within the text.

We also encourage the use of Book Talk Bonus Words (tier 2 academic vocabulary) to aid the children in being able to articulate their ideas about what they have read successfully.

Recording and Assessment

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then writing their best answer, working individually and then editing their answer accordingly after discussion or orally discussing 1 or 2 of the questions and writing down the others working individually.

During this reading session, teachers and adults focus on specific children, this may mean discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently.

Individual Reading / Reading at home

Children through Reception and KS1 will read in rotation on a one-to-one basis to a staff member. They will read a phonetically decodable book from the school's scheme, appropriate to their phonic ability. Some children across school may receive more support in reading, some reading every day and some reading at least two times a week if they are working below age related expectations. The class teacher monitors each child's progress on a regular basis through reading assessments and monitor each child's fluency.

Each child will have 2 books to read at home. One of which is their 'phonics practise book' which will either be from our new 'Word Sparks' scheme, or a Floppy's Phonics book. This book will allow the children to practise and apply at home, learning from phonics lessons. The second book is a school library 'Reading for Pleasure' book which may not necessarily be fully decodable, but allows the child to choose a book they will enjoy in order to practise wider reading skills with a range of texts, encouraging discussion alongside their parent as their parent models 'expert reading'.

Parents as Partners

Research has also repeatedly shown that parental involvement in their child's schooling is a more powerful force than other family background variables, such as social class, family size and level of parental education.

We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school. We work closely with parents to ensure that they are clearly informed about the importance of daily reading practice and are able to support their child through the best possible practice. Parents have the opportunity to attend early reading and phonics meetings at school to gain further insight into how they are taught and how they can support their child. They receive a reading booklet, with information on supporting their child's reading development at home in addition to questions to support the development of comprehension skills. Parents are expected to read with their children daily and their comments are welcomed in the home reading diaries.

Assessment

Children's fluency is assessed on a through individual reading as well as in whole class reading skills lessons. All children are assessed termly using reading tests. In Key Stage One teacher assessments are made against year group expectations and NFER data and in Year Two, tests that mirror statutory assessments alongside teacher assessment is drawn on to make judgements. In Key Stage Two NFER tests are used to assess reading comprehension termly. This information is used alongside teacher's reading records and their own assessments to ensure that

children are reading on the correct book bands, that they are making progress and that any children who requires support is identified. These assessment papers help teachers to find potential gaps in knowledge or skills.

Reading for pleasure/enrichment

Please see our 'Reading for Pleasure' policy, which is inextricably linked with our Literacy policy.

Equality and SEND

All of our children have equal access to reading lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific reading interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the SENCO to adapt materials for children with reading and writing difficulties.

Early Reading

The teaching of phonics and early reading at Christ the King Catholic Primary Academy is of the highest priority. We are committed to ensuring that every child will learn to read, regardless of ability, need or background. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond.

We are committed to inspiring every child to be excited about books and motivated to read for pleasure. This policy outlines the Intent, Implementation and Impact of this aspect of English, as it is taught at Christ the King Catholic Primary Academy. The Implementation of this policy is the responsibility of all teaching staff. As a Core Subject, English (including Reading) is compulsory and remains at the heart of teaching and learning; beginning in the EYFS and continuing throughout each key stage.

Intent

At Christ the King Catholic Primary Academy it is our mission to nurture and educate our children to ensure that:

- Every child becomes a reader, engaging with books that capture their interest and enthusiasm for reading.
- Early readers are equipped with the skills to decode words in order to be able to read fluently, through rigorous, high-quality teaching of phonics.
- Children are equipped with the skills they need to understand what they have read in wide range of high-quality, vocabulary-rich texts.
- Children respond with curiosity about what they and others have read.
- Children become enthusiastic and motivated to read for pleasure, igniting in them a life-long passion for literature.

Implementation

Please refer to our 'Early Reading Policy' for detailed aspects of implementation.

Impact

Impact is measured in a range of ways, the most crucial of which, is encapsulated in watching our children grow into fluent, enthusiastic readers who can take the next steps of their education with confidence in their ability to unlock a world of knowledge and opportunity with their reading skills.

Internal monitoring includes learning walks, lesson observations, whole school moderation, book and planning scrutiny. This will ensure teaching, learning and assessment is of high quality and consistent across the school.

Pupils responses regarding a love of reading during pupil conferencing also show impact of approach.

External moderation of phonics and reading with schools within the local cluster moderation meetings provides an external quality assurance and validation of our teacher assessments.

Our tracking and assessment system (Phonics Tracker) enables formative and summative assessment to be recorded. This data, along with ongoing teacher assessment, ensures that daily interventions are carried out for those children who need them.

Leadership and class teachers analyse the data to review the attainment and progress of individual and key groups of children. Any children who are not on track to make expected progress are tracked during pupil progress meetings that are held each term following data checkpoints. Provision maps are created based on the latest available data and teacher assessments.

Further Provision for Early Readers

We recognise that enabling all of our pupils to become fluent readers is crucial, regardless of background or barriers. Therefore, we ensure our provision pathway means that children who firstly need further support in decoding, continue to receive phonics teaching. Once our early readers are able to decode, we focus on fluency, implementing 'daily reading' with an adult, alongside group Echo Reading fluency interventions.

Recovery Curriculum

Throughout the Autumn Term 2020, children have been assessed in both one-to-one reading, guided reading and in a formal NFER assessment.

Gaps have been identified by teachers and children who need significant 'catch up' have been identified, with extra provision in place. To enhance this further, YARC has been purchased which will lead to fine tuning our reading interventions through our newly developed 'provision pathway'. Echo Reading, Project X and

comprehension groups and further phonics interventions will be signposted based on assessments around decoding, fluency and comprehension.

Grammar has been identified as an area of need across the school. Grammar is taught and fully embedded within daily writing lessons, alongside specific grammar practise sessions.

Fine motor skills for our younger children is a focus, alongside further handwriting practise to build stamina in writing and fluency in handwriting.