

Literacy
Intent Implementation Impact Statement

Intent

The intent of our literacy curriculum is for each child to achieve their full potential in all areas of the literacy curriculum:

- reading
- writing
- speaking
- listening

It is our intent that all children will make two steps of progress per key stage from their own personal starting points.

We will use a range of learning strategies across school to allow the children to become more confident learners. We breakdown objectives into smaller more achievable steps to ensure that our children can access a full literacy curriculum.

Our aims are for the children to:

- Become confident communicators, verbally, through signing or with the use of a communication aid
- Interact and communicate effectively with others in a range of social situations
- Develop the ability to listen, to process, understand and respond appropriately
- Develop the necessary skills to enable them to become confident independent readers
- Develop a love for reading and listening to stories
- Leave us with a reading age
- Develop an enjoyment of accurate and meaningful writing
- Produce legible handwriting and writing with fluency
- Develop their understanding and use of appropriate grammar and punctuation
- Enjoy a broad, balanced and creative approach to the teaching of Literacy
- Transfer their literacy skills into other areas of the curriculum

Implementation

The literacy curriculum covers different genres as outlined in the National Curriculum which are delivered through age-appropriate texts. In EYFS and Key Stage 1 the texts are linked directly to the topics allowing for a thematic learning approach. Literacy lessons are taught 4 times each week within Key Stages 1 & 2. In EYFS the children have a daily literacy session. Lessons are highly differentiated to meet the learning needs of our children and are delivered in a multi-sensory approach as required. As recommended within The Reading Framework, Storytime is provided daily across school allowing the children the opportunity to engage in a wider range of texts and develop a love of reading.

Planning

Long Term Plans – These are the genres outlined per key stage within the National Curriculum.

Medium Term Plans – Identify texts, lesson focus.

Short term Plans - Prepared by each teacher, they highlight the objectives of the lesson, detailed plan of activities to be completed including main teaching activity and plenary. They identify resources and appropriate differentiation.

Phonics is delivered throughout school, working through at the children's own pace. As a school we follow Twinkl phonics. We use the Twinkl PowerPoints to introduce each new sound. Additional activities are then used to support and develop the children's blending and segmenting. Once a sound is completed the children will carry out that section of the workbook before moving on to the next sound. At the end of a Twinkl planned week (usually four sounds) the children will complete the reading and writing mini books. As a school we start each phonics session with flashcards that contain the letter only, no mnemonic pictures. Alongside this, children are taught the Makaton for each letter sound, rather than using additional actions. For the children who have completed all six levels of phonics they will then move onto Spelling Punctuation, and Grammar (SPaG) sessions also delivered through Twinkl. We also deliver See and Learn and Reading Language Intervention (RLI) as needed for our children with Down's Syndrome (and children with a similar learning profile) who require something additional to phonics which focuses on sight reading.

Letter formation is taught to the children discreetly within our phonics lessons and in the same order as our letter sounds. To teach the correct formation we use Penpals which provides staff/children with a consistent script of how each letter is formed. It also provides us with our letter families and accessible interactive and paper-based resources. To develop the early movements linked to writing our EYFS, Key Stage 1 and complex needs class also follow a Write Dance programme.

Resources

- Each class has a range of resources to support learning. These are easily accessible for the children so that they can lead their own learning.
- Literacy/phonics resources for use by all classes located centrally in school.
- A range of ICT software to support teaching include InPrint, Clicker7 etc.

In school we have a full library which offers a wide range of fiction and non-fiction texts for the children to enjoy. Our reading books come mainly from Twinkl and the Oxford Reading Tree scheme, however, to provide the breadth needed for some of our children we also have books from other schemes. These have all been cross referenced with the Twinkl phonics scheme. In some cases, our children are reading books above their phonics level as their reading age is higher due to their phonics level linking more directly to their spelling ability. As a school we aim for all children to read with an adult at least three times each week in class. The bottom 20% are heard daily by the class teacher in line with the recommendations within The Reading Framework. Children are also encouraged to read at home and there are supportive prompts in reading diaries to help parents and carers know how best to support their child. Children in Key Stage 2 are given weekly spellings from either the phonics wordlists or the yearly common exception words.

Each year to celebrate World Book Day we hold a whole school 'Story Week' event which focuses on story writing/reading. Allowing the children to develop their imagination, story writing skills, role play and performance skills.

Education, Health and Care Plans

All children have a long-term outcome linked to literacy within their Education Health and Care Plan, they also have three short term outcomes which are set/reviewed annually. These outcomes along with additional outcomes taken off our assessment system (iASEND) are given to children as individual literacy targets that are worked on during target time.

Assessment

All aspects of Literacy are assessed on a half termly basis using our assessment system iASEND, marking if the children are shallow, developing or deepening knowledge for the statements within each aspect. Assessment is completed by class teams and not in isolation by an individual. Literacy and phonics planning is annotated daily by all staff and leads into future planning.

- In the daily literacy lesson, formative assessments are made on a day-to-day basis. Teachers and teaching assistants observe and evaluate lesson objectives to further determine progress made and the next steps in learning.
- Summative assessments are made at the end of each half term
- Statutory assessments are made at the end of each key stage if appropriate.

Monitoring Procedures

The senior leadership team and literacy subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of literacy in the school. The monitoring strategy:

1. Children's work and teacher's planning are looked at regularly.
2. Learning walks and observations take place in all classes throughout the year.

Teaching and learning is monitored at a time indicated in the School Improvement Plan: Monitoring and Evaluation timetable.

All staff:

- Have clear expectations of the way in which literacy is taught within school
- Understand the importance of assessment and how it supports future planning
- Work together to meet the individual needs of the children
- Provide and support broad, balanced and creative cross-curricular learning opportunities

Impact

Our children are happy, keen to learn, and engage well in literacy and phonics lessons. They are given the opportunity to experience a broad range of literature and develop a love of reading and listening to stories. The impact of our literacy curriculum will see all children making at least 2 steps of progress per key stage from their own personal starting points.

The children's short-term outcomes in their Education, Health and Care Plan are monitored and reviewed on an annual basis. These outcomes are changed if they have been achieved and adapted if they need to be worked on for another year.

The impact of the literacy curriculum is evaluated by the subject leader through data analysis, (supported by the assessment co-ordinator) book scrutiny and lesson observations. This will ensure that best practice is in place and that our children receive the best education and support we can give to them.