



Sprowston  
Junior School  
Our



Curriculum

Literacy

<u>Date policy was updated:</u> September 25	<u>Monitored by:</u> Caroline Wills	<u>Date of policy review:</u> September 26
--	--	---

This policy can be summarised using the three categories: intent, implementation and impact. These areas are used to monitor the effectiveness of our Literacy curriculum across the school.

Intent:

- To provide a stimulating, inclusive and challenging Literacy curriculum across the school.
- To make cross curricular as well as contextual links with Literacy
- To foster a love of Literacy especially reading
- To consolidate early years reading and spelling
- To develop a more fluent approach to reading and writing.
- To develop a love of rich vocabulary
- To provide real opportunities for reading and writing

Implementation:

- Follow the key skills set out in the National Curriculum
- Integrate SJS skills into Literacy learning
- To use 'Essential spelling' programme to develop a consistent approach
- To deliver bespoke intervention for targeted children
- To provide appropriate adaptations for the individual
- Use Power of Reading and Ready Steady Read Together as resources to provide high quality texts and sequenced teaching units
- To use Grammarsaurus to provide good quality WAGOLLS and grammar resources.
- A variety of resources are provided to ensure all learning styles are met and adapted for
- Pre and post learning (cold/hot tasks), used to ensure knowledge and confidence levels are ready for learning

- Year groups are supported and monitored by the Literacy subject leader and SLT.

#### Impact:

- Children will consolidate and build on previous learning
- Children develop a more fluent approach to reading and writing
- Staff feel more empowered to deliver inspiring and engaging Literacy sessions. • Children are ready to progress onto their next stage of learning
- Children have a love of Literacy.

#### Statement:

Sprowston Junior School provides a Literacy rich environment where children take pride in their written work, have the desire to use the very best vocabulary, read with enthusiasm and communicate effectively. Children are challenged and work to high expectations, they are taught through a variety of teaching styles that interest, inspire and excite our writers. Children are given many opportunities to explore both reading and writing through drama techniques, which develops speech and language, as well as reading and writing. Written tasks are purposeful with real outcomes and many cross curricular links. A love of reading is fostered with ongoing opportunities to improve and grow as independent readers. At Sprowston Junior we encourage children to ask questions to further their learning and to develop their understanding of their reading and to use of words effectively. Sprowston Junior is committed to raising standards in Literacy and has developed a whole school approach to ensure progression is in line with the National Curriculum.

#### Organisation:

##### Reading

At the centre of our curriculum is an emphasis on reading and developing a rich vocabulary and enjoyment. We use the Accelerated Reader system which we believe gives us a foundation for all children to enjoy reading and to comprehend a wide range of genres.

As we have mixed age classes of Y3 and 4, there is a two year cycle of planning and texts for these classes. Skills are National Curriculum based ensuring good progression.

Teaching a child to read is vital. All children who join Sprowston Junior School do two reading assessments: Salford Sentence Reading and Accelerated Reader Star Reader. Results from these are checked alongside KS1 Phonics test scores. Those who achieve a Salford Standardised Score below 90 are assessed using the Read Write Inc assessment tool and are supported through an intervention programme of Read Write Inc phonics (Year 3 and 4) and Reading Plus and HFL Reading Project (Year 5 and 6). Small group and one to one reading is regular to ensure progression. Those who score above 90, are given a ZPD code and continue with Accelerated Reader in class.

Some children read daily with a reading buddy (Y3/4 paired with Y5)

From Y3 to Y6 reading is taught daily using the whole class programme Ready Steady Read Together (RSRT), shared reading, independent reading and one to one reading for targeted readers. We use DERIC as a focus for our teaching (decode, explain, retrieve, infer and choice) with an emphasis on vocabulary, the retrieval of facts and inference. Children complete a range of activities to support the unlocking of texts and regular comprehension activities to inform our teaching on a regular basis.

Novels are used to teach reading as well as a range of non-fiction texts and poetry. These texts are carefully chosen using the Power of Reading, RSRT and our SJS reading spine, to ensure that there is progression, challenge and enjoyment across the school.

At Sprowston Junior School we aim to develop a love of reading, children are encouraged to read for pleasure at home and at school and are rewarded for their efforts regularly. Each class has a reading for pleasure text that is read aloud to the class by an adult.

Recommended booklists are sent home to each class and children are encouraged to use the 'SJS Virtual Library' found on our website.

Skill	How do we teach the skills?
Comprehension	Teacher demonstration through 'think alouds'. Referring back to the text. Scanning for key words. Reading around. Using sub headings and textual clues.
Inference	Use of pictures. Specific questions used to support a realistic response. Teacher 'think alouds'. Using 'agree/disagree'.

	Spotting clues. Using clues. Justifying opinions. Activate prior knowledge Looking/clue/thinking- asking the right questions Write thought bubbles Explore vocab
Decoding	Teacher 'think alouds'. Reading around. Re reading with gained knowledge. Spotting/using clues. Discussion. Checking for sense.
Fluency	Echo reading Repeated Reading Read aloud to anyone and everyone Read aloud own written work Audio Books 'Whoosh' – acting out Reader's theatre- perform the text Record, reflect and refine
Retrieval	Fastest finger first Beat the clock Wordsearch Role on the wall Storyboards What's the big idea? Reduce the text to five sentences, then five words and then one word. Continuums: sequence a list of points from most important to least important. Just a minute: students talk on a topic for a minute without repetition, hesitation or deviation. True or false?

Vocabulary	<p>Contextualise it – why are we learning this word today and its relation to the topic under study and its use in context  Say it, Repeat it (you could use My turn, your turn, turn to your partner and say it to help over-learn the word)  Explain it – give a pupil friendly definition which explains its use  Give examples of how the word can be used in other contexts  Children give examples in context  Children engage with it in a range of activities and put into practice in their reading and writing</p> <p>Look at the word – what category of word is it? Adjective? Verb?  What does it make you think of?  Think about the etymology, word family etc... any clues to meaning?  Relate to the context of the text being read.  Read the words and sentences around the unknown word. Any clues from this? Go back further if you're not sure.</p>
Phonics	<p>Children encouraged to blend and segment while reading.  Phonics follows the RWinc sound lesson plans and book plans.  Intervention is focuses on reading alongside sound, with a view to making rapid progress.  Regular in class assessment along with formative assessment to ensure children are in the appropriate group.  My Turn Your turn used throughout delivery.  Continuous exposure to all sets so that children can see sounds.  Fresh start using modules are used in Y5/6, with a view completing a module weekly.</p>

### Writing

At Sprowston Junior School children are taught writing skills through studying a range of high quality fiction, non fiction and poetry texts predominantly chosen from the Power of Reading and our 'reading spine'. Writing is taught through, shared, guided, collaborative and one to one writing.

As we have mixed age classes of Y3 and 4, there is a two year cycle of planning and texts for these classes. Skills are National Curriculum based ensuring good progression.

From Y3 to Y6, children use challenging texts and previous learning to inspire their writing. WAGOLs are used in line with teaching backwards to support the children's writing, giving them a model, a challenge and an aim.

During their time at Sprowston Junior School, children are exposed to a range of classic and contemporary poetry. These poems are used as models for their own writing.

We give our children as many opportunities as we can to write for a real purpose, this inspires the children to produce their very best writing. For example, we produce information for the F1 project, we write to local businesses, we write music for an opera project and produce writing for our school website and newsletter. This not only produces excellent work but also gives the children enjoyment in their writing.

At Sprowston Junior School we have a particular emphasis on vocabulary; children are expected to talk and write in full sentences, using appropriate, high quality vocabulary. Vocabulary is progressive from y3-6 in foundation subjects.

Spelling is taught using the 'Essential Spelling' programme, up to five sessions per week for

the whole school with Read Write inc phonics intervention Y3/4 and the use of Fresh Start intervention for Y5/6. Spellings are sent home to practise in many different ways on a regular basis.

Handwriting is integrated into the Literacy lesson and follows the Nelson script. Some children have handwriting adaptations and intervention time.

Grammar activities are delivered within both reading and writing lessons, they are also taught independently throughout the week to ensure a good understanding and a development of skills.