



Sprowston Junior School

Our Curriculum



Literacy

<u>Date policy was updated:</u> March 2022	<u>Monitored by:</u> Caroline Wills	<u>Date of policy review:</u> March 2023
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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
- To provide phonics for children who are not yet secure

Implementation:

- Follow the key skills set out in the National Curriculum
- Integrate SJS skills into Literacy learning
- To use 'Read write inc' phonics and spelling programmes to develop a consistent approach
- To deliver bespoke intervention for targeted children
- Use Power of Reading as a resource 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
- 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 Literacy subject leader.
- Regular phonics sessions delivered to those identified with need across the school.

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.
- All children will use phonics to decode during reading if required.

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.

Teaching a child to read is vital. Those children who join Sprowston Junior School with reading standardised score of below 100 are assessed and supported through an intervention programme of Ruth Miskin phonics (Year 3 and 4) and Fresh Start phonics (Year 5 and 6). Small group and one to one reading is regular to ensure progression.

From Y3 to Y6 reading is taught through whole class reading, weekly whole class guided reading sessions, 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 regular comprehension activities on the computer and on paper, this informs 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 and our 'reading spine'/reading plagues, 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 also sent home to each class.

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.

From Y3 to Y6, children use challenging texts and previous learning to inspire their writing. WAGOLLs 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 write 'postcards for kindness', 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, blog 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 through 'Read Write inc' Ruth Miskin phonics (intervention Y3/4); Fresh Start (intervention Y5/6) 'read write inc' spelling (whole class year 3-6) 3 x a week. Spellings are sent home to practise in many different ways on a regular basis.

Phonics interventions are taught 4/5 times a week and children receiving phonics intervention throughout Year 3-6, take both an AR and decodable books home to ensure solid knowledge of phonics to build on. There is an aim to move on from explicit phonic teaching, to 'Fresh Start' with Year 5 and 6. The transition between infant and junior is considered and supported with in class use of terminology.

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.