


<p style="text-align: center;">Literacy</p>  <p>Subject Lead: Jill Evans</p>	<p>Subject Intent:</p> <p>At St Columba Major Academy, we believe that a quality Literacy curriculum should develop children’s love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.</p> <p>We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.</p> <p>We will strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talent, and those learning English as an additional language (EAL), and we take all reasonable steps to achieve this.</p>			<p style="text-align: center;">Covid Catch-Up Plans</p> <p>Reading for Pleasure ethos implemented Additional Library books purchased to support Accelerated Reader & Reading for Pleasure Additional topic-linked books and Equality & Diversity books purchased for classrooms Reading Comprehension resources purchased for Y2 & Y1 RWI portal, resources & Development Day to support early reading & phonics Additional TA time in afternoons to support phonics and SALT Additional teacher in Y5/6 to enable streaming for Literacy and Reading sessions</p>
<p style="text-align: center;">Teaching</p> <p>RWI Phonics sessions taught daily for FS/KS1 and some KS2 pupils Literacy is taught through Talk 4 Writing units which include Fiction & Non-Fiction, and Poetry each half term. Focus on teaching both genre features and grammar & punctuation within each text unit. Spelling taught through RWI in FS/KS1 and through NNS in KS2, with Words of the Week. Daily reading taught through RWI in FS/KS1; then taught through Reading sessions in Y2/KS2 once they come off RWI programme to develop the VIPERs range of skills. Daily class story time. Oracy skills developed through use of modelling of sentence and question stem across the curriculum.</p>	<p style="text-align: center;">Personalised Learning</p> <p>Quality First teaching of Literacy; Reading, Writing and Speaking & Listening Pupils’ individual targets based on gaps in ongoing formative assessments Groupings within class and across year groups Differentiated expectations for outcomes based on individual targets Differentiated texts for Reading Books matched to children’s reading ability based on RWI and AR assessments Reinforcement of Literacy expectations and targets in all curriculum subjects</p>	<p style="text-align: center;">Resources</p> <p>RWI programme Accelerated Reader Reading Explorers Comprehension books Classroom books Library books – organised by AR levels FS/KS1 Library trolley Quality texts – extracts from books or specifically created by teachers T4W genre toolkits</p>	<p style="text-align: center;">Cultural Capital</p> <p>Broad range of books in classrooms and library to support range of interests, topics and equality & diversity Literacy units linked to Topics where possible to maximise cross-curricular links and experiences World Book Day celebrated</p>	<p style="text-align: center;">Assessment</p> <p>Formative assessment by all adults in all lessons to reframe learning (if required) End of week dictation for spelling assessment (KS2) Independent writing assessed against objectives (Babcock statements) and updated regularly in OTrack PIRA reading tests at the end of each term Accelerated Reader STAR tests and quizzes RWI assessments half termly Y1 Phonics screen Summative assessment termly based on year group expectations</p>
<p style="text-align: center;">Inclusion - SEND</p> <p>Quality First Teaching Planned additional support from adults (and as required) High Quality Interventions Differentiated learning IEP Targets</p> <p>SEND document – support pupils to access the curriculum</p>	<p style="text-align: center;">Curriculum Scope and Progression</p> <p>Exceeds the requirement of the NC through: -RWI -Accelerated Reader</p> <p>Component parts are sequenced to build on prior learning Disciplinary and Substantive knowledge mapped out across the school Reconnect lessons to fill any missed, rusty or lost learning Wider curriculum links – Literacy prioritised across the curriculum and links to topics and learning in other subjects made wherever possible</p>	<p style="text-align: center;">Working as a Reader and Writer</p> <p>Daily stories and discussion sessions promote understanding of Reading for Pleasure Reading texts as resources for other curriculum areas develop understanding of reading for purpose. Linking Literacy units to topics helps demonstrate the purpose for writing in the real world Writing across the curriculum helps to gives writing a purpose and reinforce expectations/targets</p>	<p style="text-align: center;">Monitoring</p> <p>O-Track – formative and summative assessments Book Looks Learning Walks Pupil Voice Intervention Tracking Sheets RWI assessments AR assessments and reports</p>	<p style="text-align: center;">Outcomes</p> <p><u>2019</u> Y1 Phonics – 85% Y2 Phonics re-check – 92% KS1 – Reading Ex 73% / GD 21% Writing Ex 64% / GD 13% KS2 – Reading Ex 72% / GD 29% Writing Ex 71% / GD 7% SPAG Ex 74% / GD 28%</p> <p><u>2020</u> Y2 Phonics – 90%</p> <p><u>2021</u> Y2 Phonics – 91%</p> <p><u>O-Track (current EXS+)</u> EYFS – Comp 56% / Wd Reading 60% / Writing 44% Y1- Reading 72% / Writing 51% Y2 – Reading 37% / Writing 39% Y3 – Reading 53% / Writing 26% Y4 – Reading 69% / Writing 22% Y5 – Reading 26% / Writing 24% Y6 – Reading 46% / Writing 20%</p>
<p style="text-align: center;">Disadvantaged Pupils</p>	<p style="text-align: center;">Transition</p>	<p style="text-align: center;">CPD</p>	<p style="text-align: center;">Strengths</p>	<p style="text-align: center;">Next Steps</p>

<p>Quality First Teaching Planned additional support from adults (and as required) Standards and interventions tracked termly by SLT and PP Lead Planned interventions as required School-Led Tutoring (Covid Catch Up Plan)</p>	<p>Information and data sharing with class teachers Links with secondary school to share information</p>	<p>Literacy Leaders – termly meetings with Kernow Learning Literacy leads Reading for Inference Reading for Pleasure T4W refresher Oracy Project Writing Assessment – tracking strands and identifying gaps Writing Moderation – in school and KTSA Russ W Writing support – Y5/6, Y3 and Y4</p>	<p>Phonics & Early Reading Consistent approach to teaching of early reading and then comprehension skills Wide range of high-quality books in classrooms & library T4W supporting understanding of genres Targeted formative assessment of writing identifies gaps and next steps All aspects of Literacy (Reading, Writing and Speaking & Listening) are high profile across the curriculum Working walls support learning Opportunities for Literacy across the curriculum reinforce learning and make it purposeful</p>	<p>Continue to develop a love of reading throughout the school where books are enjoyed, talked about and shared. To develop the reading skills across all strands and learning is planned based on pupils’ starting points. To embed grammar teaching within the T4W process. To improve ‘in the moment’ marking and feedback to pupils by staff – teachers and TAs to ensure high expectations of pupils and ensure maximum progress. Develop Oracy Rich classrooms which are rich in talk and where the children learn to communicate effectively- Embedding Oracy as a whole school response.</p>
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