



## **Subject Story**

### **Literacy**

#### **Intent**

We believe that developing good literacy skills are crucial to a child's education as it enables a child to fulfil their educational potential. Communicating is integral to everything that we do. Opportunities to develop literacy skills are sought across the whole curriculum with a cross-curricular approach to learning.

*The national curriculum for English requires that all pupils:*

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

#### **Implementation**

##### **Reading**

***The key to all learning is reading.*** Our aim for reading is to equip the children with the skills and desire to read for both information and pleasure. Reading is of upmost importance at Morden.

Please see the 'Early Reading and Phonics' subject story for details of how reading is taught in the EYFS and Year 1.

In year 2 upwards, reading is taught as a Whole Class Reading session, with every child experiencing reading lessons three or more times each week. All children access the same text, using the gradual release of responsibility model. Where children are working out of their year group expectations, Little Wandle reading sessions and interventions are used in line with the Early Reading and Phonics expectations but with books that inspire and are at the correct interest level for their age range.

Every child, across all key Stages, takes two books home every week. One text is self-chosen for Reading for Pleasure and the other is linked to their current attainment to enable the embedding of learnt skills. In Reception and Year 1, this is supplemented by an additional text. We encourage parents to be supportive at home and hear their children read every night for 10 minutes and record this in their child's home/school reading diary. We also encourage parents to read to their children, sharing books together.

When children have completed the Little Wandle programme, they have access to an accelerated reading programme where they strive towards earning stars for completion of

online quizzes and comprehensions, tailoring their choices to the appropriate level of challenge.

### Ensuring reading for pleasure



'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide and diverse range of books, including books that reflect the children at Morden and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Children receive raffle tickets for reading at home and are entered into a competition to win a Kindle for the week.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- Our 'Alice in Wonderland' library is made available for each class to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, Wimbledon Bookfest, school's annual Book Week).
- Our librarians share stories with the children at lunchtimes and books go outside at break times for children to share.
- When choosing their Reading for Pleasure book, children know that they can choose any book from the library. Therefore, older children may pick a picture book and younger children, a chapter book to share with their adults. *Reading for pleasure is about choice - the child's choice.*
- Children are given the opportunities to read a variety of text types: newspapers, magazines, e-books, film.



### **Writing:**

Writing is supported by the use of diverse high-quality texts which are chosen to inspire, reflect diversity and increase children's cultural capital. This allows children to immerse themselves in the text; then build on key skills using the text to support; and inspire and finally leading to an independent outcome. Children are exposed to range of text types (poetry, narrative and non-narrative) throughout their school life in addition to thought-provoking and inspiring short films. It is vital that our children are able to write for a range of purposes and in a range of styles. Quality first teaching is supported by focussed resources and working walls within the classroom.

Spelling is linked directly to our phonics work. We encourage children to plan, draft and edit their own writing. Children are taught a cursive script for handwriting and are encouraged to develop a fluent and legible style. We foster an attitude of pride in their presentation. In order to promote this, all children in KS2 write in a handwriting pen wherever appropriate.

We understand that reading, writing and oracy are closely linked and, as such, ensure that children are given opportunities to practise and refine all three areas of Literacy during the school day.



### **Impact**

**EYFS, KS1 PHONICS, KS1 SATS, KS2 SATS Reading and Writing data and impact on combined scores**

KS2 Results Attainment	2019 MPS	2019 Nat	2022 MPS	2022 Nat	KS1 Results Attainment	2019 MPS	2019 Nat	2022 MPS	2022 Nat	Y2 PHONICS (chn doing re-check)	2019 MPS	2019 Nat	2022 MPS	2022 Nat	Y2 PHONICS (chn doing re-check)	2019 MPS	2019 Nat	2022 MPS	2022 Nat
Expected in R/W & M Combined	53%	65%	57%	60%	Expected in R/W & M Combined	52%	65%	32%	54%	Children taking re-check who achieved WA	50%		25%						
Working Deeper R/W & M combined	7%	11%	10%	7%	Working Deeper R/W & M combined	11%	11%	10%	6%	% of Y2 WA (Cumulative)	89%	91%							
Expected in Reading	73%	73%	73%	74%	KS1 Reading EXS	74%	75%	48%	67%	YEAR 1	2018	2019	2022	2022					
Working in greater depth - Reading	23%	27%	10% (13%)	28%	KS1 Reading GDS	33%	25%	24%	18%	PHONICS	MPS	Nat	MPS	Nat					
Expected in Writing	83%	78%	73%	69%	KS1 Writing EXS	52%	70%	41%	58%	Whole class	79%	82%	93%	76%					
Working in greater depth - Writing	10%	20%	7%	13%	KS1 Writing GDS	22%	15%	10%	8%	PP	86%	n/a	92%	n/a					
Expected in Maths	73%	79%	73%	71%	KS1 Maths EXS	63%	76%	38%	68%	Non PP	76%	n/a	94%	n/a					
Working in greater depth - Maths	20%	27%	10%	23%	KS1 Maths GDS	19%	22%	21%	15%										
Expected in GPS	80%	78%	70%	72%															
Working in greater depth - GPS	27%	36%	17%	28%															
KS2 Results Progress	2019 MPS	2019 Nat	2022 MPS	2022 Nat															
Reading	-0.6	0	-0.2	0															
Writing	0.2	0	0.7	0															
Maths	-0.3	0	-0.5	0															

## Morden's highlights on impact

- ✓ The implementation of Whole Class Reading has had a positive impact on KS2 attainment and progress

## If you were to walk into reading lessons at Morden, you would see:

- ✓ Use of a high-quality text, film or text extract
- ✓ Diversity represented within text choices
- ✓ Learners taking part in paired and group discussions
- ✓ Opportunities for learners to consolidate skills through recording answers
- ✓ A focus on developing and understanding new vocabulary

## If you were to walk into writing lessons at Morden, you would see:

- ✓ High-quality texts and film stimulus used
- ✓ Diversity represented within text choices
- ✓ Working Walls to support learning
- ✓ Learners engaged in meaningful activities – drama, debate, discussion, practical skills' practice
- ✓ Opportunities for learners to apply new skills through writing time
- ✓ Teacher modelling of extended writing outcomes
- ✓ Many examples of tier 2 and 3 vocabulary being used

## Pupil Voice

### What do you enjoy about Literacy?

Y1 – I like listening to stories.

Y1 – I like pretending to be in the story.

Y2 – I really enjoy thinking about and writing about my weekend.

Y2 – It is lots of fun. I enjoyed making a storyboard about the story 'Supertato' that we have been reading.

Y4 – You can use your imagination. It doesn't have to be real. It can be sad, creepy, fun or a mystery.

Y4 – I really liked writing newspaper reports about plants and the Tudors, as it was interesting. Literacy is also one of my favourite subjects because we get to do lots of writing.

Y5 – I liked pretending to be a character from 'Street Child' and expressing their feelings.



Y5 – We do lots of drama. We also got to make up our own Harry Potter character and write about them.

Y5 – It was great fun making up our own Harry Potter spells.

### ***What helps you to improve in Literacy?***

Y2 – Each time you write you get better.

Y2- Our teacher also writes our mistakes in green and then we use our purple pens to fix them and practise tricky spellings.

Y4 – Our teachers. They give us lots of help and tips. We also have checklists on our tables to help us edit our writing and make it better.

Y4 – A thesaurus. You can use it to find better adjectives to put in your writing.

Y5 – Our teacher will help us if we are stuck. We also have a display in the classroom with ideas on, like sentences, vocabulary and conjunctions.

Y5 – The teacher writes a paragraph to show us what our writing should look like. We can use some of the ideas if we are stuck.

### **An example of skills and knowledge progression within our Literacy curriculum**

<b>Y1</b>	Capital letters (to mark the start of sentences and for proper noun), full stops, beginning to use question marks and exclamation marks, joining words and clauses using 'and', combining words to make a sentence, using story telling language.	<b>Y4</b>	Y3 skills + apostrophes for singular and plural possession and commas after fronted adverbials, noun phrases expanded and modified by adjectives, nouns and prepositional phrases, articles, pronouns, figurative language.
<b>Y2</b>	Year 1 skills + apostrophes for singular possession and omission, commas in a list, expanded noun phrases, appropriate adjectives and adverbs, present and past tense used consistently correctly, use of subordinating and coordinating conjunctions.	<b>Y5</b>	Year 4 skills + brackets, dashes and commas to indicate parenthesis, commas to clarify meaning, relative clauses, adverbs and modal verbs to indicate level of possibility, subject verb agreements for singular and plurals, colons to introduce lists.
<b>Y3</b>	Year 2 skills + inverted commas, paragraphs around a theme, expressing time, place and cause using conjunctions, figurative language, 1 <sup>st</sup> and 3 <sup>rd</sup> person, present perfect form of verbs,	<b>Y6</b>	Year 5 skills + semi-colons, appropriate style e.g. formal/informal, consistent tenses, a range of sentence starters and structures for effect, a range of devices to build cohesion.

### **Examples of learning**

#### **Book week fun...**



## **Success in 2022-2023**

- Identified children for 7+ Catch-up provision.
- Trained staff in effective use of 7+ Catch-up provision.
- Ensured continuity in consistency of phonics SSP during transition and with new staff.
- Development of Literacy medium term plans in line with new assessment processes.
- Ensured the maintenance and promotion of reading for pleasure culture in school and how this is balanced with rigorous implementation of the phonics SSP, through:
  - Development of the library and lunchtimes
  - Setting up of Reading Ambassador team
  - Reading Ambassadors to be in charge of taking books out at breaks and lunchtimes
  - Setting up of reading competitions linked to class Reading for Pleasure texts

## **Priorities in 2023-2024**

- To raise the attainment of writing across the school with a particular focus on coherence and grammar, through ensure consistency of teaching methods throughout the school.
- Use of the Local Authority Oracy development package to improve children's language and speaking skills.
- Embed parent support and understanding of SSP through regular Early Reading and Phonics Workshops and use of Little Wandle parent resources.
- Embedding of Reading for Pleasure strategies developed in previous year.
- Reviewing of phonics tracking.
- Researching and developing writing for pleasure techniques.

## **Some websites you might find particularly interesting**

### **Writing:**

[Literary Shed](#)

[BBC Bitesize Key Stage 1](#)

[BBC Bitesize Key Stage 2](#)

[The School Run Grammar Guide for Parents](#)

[Primary Homework Help](#)

[Top Marks](#)

[BBC 500 Words Writing Competition](#)

[Wimbledon Bookfest Young Writers](#)

### **Reading:**

[Read a Story Online - Audiobooks](#)

[Pearson - Help Your Child to Read](#)

[Love Reading 4 Kids](#)

[Power of Reading](#)

