



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.

Reading is taught as a whole class session, with every child from Year 2 upwards experiencing reading lessons three or more times each week. All children access the same text. Children in the Early Years continue to read in small groups and Year 1 complete three whole class reading sessions a week alongside their phonics lessons. This allows all children to develop a deep understanding of the text that they are reading, the layout of the text and the language used within the text. The learning needs of every child are met through pre-teaching of vocabulary.



In Early Years and Key Stage 1 a rigorous Early Reading SSP 'Little Wandle Letters and Sounds Revised' is followed in order to provide children with decoding, prosody, comprehension and spelling skills that help them as they move up the school. We have an inspiring 'Alice in Wonderland' themed school library and children are allowed to borrow a book each week during their class reading session.

Younger children take home a Little Wandle Big Cat book to support their learning as well as Reading for Pleasure books. 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.

Morden's highlights on impact

- ✓ The implementation of Whole Class Reading has had a positive impact on KS2 attainment and progress
- ✓ The implementation of Phonics SSP on consistency as shown through phonics attainment results.
- ✓ **Teachers are using a consistent approach to phonics in EYFS and KS1 –93% of Y1 passed the phonics screening**

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

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

Y1	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.	Y4	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.
Y2	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.	Y5	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.
Y3	Year 2 skills + inverted commas, paragraphs around a theme, expressing time, place and cause using conjunctions, figurative language, 1 st and 3 rd person, present perfect form of verbs,	Y6	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



**Wimbledon Bookfest
Y3 meet Dermot O'Leary**



Book Week fun



Peer reading during Book Week

Successes in 2018-2019

Develop:

- Increased % of children attaining greater depth in reading in most year groups
- Increased % of children achieving ARE or above in Writing in Year 6

Embed:

- Strong progress in reading across most year groups
- Strong progress in writing across many year groups
- Attainment of EAL children which is in line or above their non EAL peers
- An increase in reading attainment throughout Key Stage 2
- Whole Class Reading has had a positive impact on KS2 reading attainment and progress

Successes in 2019-2020

Develop:

- Increased pupil engagement following investment in a range of high-quality texts
- Increased integration of film into Literacy and Reading sessions
- Development of digital teaching throughout lockdown periods

Successes in 2020-2021

Identify:

- To identify children's next steps in learning post Covid-19.
- Audit of diversity within text provision within the curriculum
- Literacy Lead training in diversification of the reading curriculum with CLPE and the Black Curriculum Project

Develop:

- Increased parental engagement in phonics following the creating of online tutorials
- Development of reading fluency in Year 5 as part of Herts for Learning's Reading Fluency Project including Literacy Lead training as a Local Area Fluency Specialist

Embed:

- Increased pupil engagement in digital reading platforms
- Integration of new high-quality texts into the reading curriculum

Priorities in 2021-2022

Develop:

- To continue to address children's next steps in learning post Covid-19.
- To raise the attainment of writing across the school with a particular focus on sentence structure and the writing process
- To ensure a range of writing opportunities across the curriculum that reflects the development of a wider curriculum pedagogy
- To increase writing opportunities within the continuous provision to ensure results are in line with national expectations
- To increase the diversity represented in texts and film stimulus throughout the English curriculum (linking with the Black Curriculum Project).

Embed:

- To support and develop children's resilience and stamina in writing
- To embed Morden's reconnection plan in order to fully support children post Covid-19
- To continue to accelerate progress in phonics
- To narrow the gaps between pupil premium and non-pupil premium in reading & writing

Priorities in 2022-2023

Identify:

- To identify children for 7+ Catch-up provision.
- To train staff in effective use of 7+ Catch-up provision.
- To develop writing in Greater Depth in Key Stage 2.

Develop:

- To raise the attainment of writing across the school with a particular focus on coherence and grammar.
- Ensure continuity in consistency of phonics SSP during transition and with new staff.
- Ensuring the maintenance and promotion of reading for pleasure culture in school and how this is balanced with rigorous implementation of the phonics SSP.

Embed:

- Ensure fidelity to SSP is maintained throughout teaching and learning.
- Embed parent support and understanding of SSP through regular Early Reading and Phonics Workshops and use of Little Wandle parent resources.
- Ensure children in Key Stage 2 develop the required fluency to read in depth and at speed.

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](#)