

## Literacy at Kempsford C of E Primary School

At Kempsford c of E Primary School we believe that Literacy is at the heart of our curriculum and therefore every classes' work is based upon the school values and a related Book Hook each term. All other subjects feed into this model to ensure opportunities for children to make links through their literacy work and the wider curriculum. This therefore supports the school's Characteristics of Learning and the STRIKE curriculum

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Date developed September 2020		Date to review August 2021	Subject Leader: Charlie McKenna
Intent	Research link	Implementation	Impact
<p><b>To develop and support children as successful readers</b></p>	<p>Education Endowment Fund research indicates that:</p> <p>Fluent readers can read quickly, accurately, and with appropriate stress and intonation. Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text. This can be developed through:</p> <ul style="list-style-type: none"> <li>• guided oral reading instruction— teachers model fluent reading of a text, then pupils read the same text aloud with appropriate feedback;</li> <li>• repeated reading—pupils reread a short and meaningful passage a set number of times or until they reach a suitable level of fluency.</li> </ul> <p>Improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include:</p> <ul style="list-style-type: none"> <li>• prediction;</li> <li>• questioning;</li> <li>• clarifying;</li> <li>• summarising;</li> <li>• inference; and</li> <li>• activating prior knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Book hooks for all classes across the school</i></li> <li>• <i>Daily Guided Reading</i></li> <li>• <i>Paired reading in class</i></li> <li>• <i>Daily Independent reading</i></li> <li>• <i>Reading certificates</i></li> <li>• <i>Flight Plan for more able</i></li> <li>• <i>Attendance at Literary events</i></li> <li>• <i>Story Before lunch each day</i></li> <li>• <i>Bug Club Reading</i></li> <li>• <i>Phonics Bug</i></li> <li>• <i>Literacy Shed inference based weekly session</i></li> <li>• <i>Outside individuals reading with KS1 children</i></li> <li>• <i>Cross KS reading sessions (when allowed)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Improved attitude to reading (including for pleasure)</li> <li>• Improved SS for PiRA with a focus on inference based questioning</li> </ul>

<p><b>To develop and support children to be successful writers</b></p>	<p>Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Writing can be thought of as a process made up of seven components:</p> <ul style="list-style-type: none"> <li>• planning;</li> <li>• drafting;</li> <li>• sharing;</li> <li>• evaluating;</li> <li>• revising;</li> <li>• editing; and</li> <li>• publishing.</li> </ul> <p>Effective writers use a number of strategies to support each component of the writing process. Pupils should learn how, when, and why to use each strategy. For example, pupils' planning could be improved by teaching the strategies of goal setting and activating prior knowledge.</p> <p>A fluent writing style supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition.</p> <p>Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.</p> <p>Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.</p> <p>Pupils should practise sentence-combining and other sentence construction techniques.</p>	<ul style="list-style-type: none"> <li>• <i>Book hooks for all classes.</i></li> <li>• <i>Phonics Bug from Pre-school until Yr (continuing if required for some pupils).</i></li> <li>• <i>Spelling scheme to allow for handwriting, practice of spelling and spelling dictation weekly.</i></li> <li>• <i>Talk4writing approach to writing types with a grammar focus for learning journeys.</i></li> <li>• <i>Focused planning to ensure progression of skills throughout year and KS.</i></li> <li>• <i>Reading to include text types covered to identify features and good practice.</i></li> <li>• <i>Cold Write and Golden write for each new text type (normally two per half-term)</i></li> <li>• <i>Explicit handwriting skills taught at EY and KS1 with top up support in KS2</i></li> </ul>	<ul style="list-style-type: none"> <li>• Improved handwriting across school</li> <li>• Improved SS for GaPS with a focus in spelling</li> <li>• Improved spelling SS in EY and KS1</li> <li>• Raise in phonics screening scores</li> <li>• Improved ARE and GDS in KS1 and KS2 moderation.</li> </ul>
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