



Literacy Curriculum Intent
Read, Write Inc Scheme
Progression of Skills and Knowledge for Reading, Writing and Speaking & Listening

Curriculum Vision for Literacy

Literacy is the heart of all learning. We aim to engender a lifelong love of reading through equipping pupils with reading strategies to be fluent, independent, and able to access meaning. We aim for pupils to be able to speak and listen to communicate effectively. We provide enriching texts which enable them to become authors, skilled in writing for a range of purposes and with impact.

Spirituality Statement for Reading

Ps 45 verse 1

‘Beautiful words fill my mind. I am speaking of royal things. My tongue is like the pen of a skilled writer.’

Cultural Capital

- We provide a range of magazines in each class that are linked closely to the children’s interests.
- For world book week, we invite an author in to share their passion and the journey they took to become an author.
- The children in all year groups visit the local library.
- The local library comes to school to launch the Summer Reading Challenge to encourage children to take part.

Cross Curricular Links

Writing is taught throughout the day in every curriculum subject.
Language/Print rich texts are linked to all areas of the curriculum.

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| <ul style="list-style-type: none">• Reading areas within classrooms are well developed to provide a broad range of language rich texts that are diverse, inclusive and engaging.• Ensuring all children feel represented with our choice of literature. | |
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Read Write Inc Scheme Curriculum Implementation

What resources do we use to support the implementation of the Literacy curriculum and why? (Must refer to research evidence and context of our school)

- We use Read Write Inc Phonics Scheme - Reception to year 2, which was designed by Ruth Miskin because it shows clear progression of reading, writing and speaking and listening skills and strategies the children need to develop and using this allows us to assess and monitor the progress of the children. This meets the needs of our pupils because it is a progressive and structured programme. It incorporates all areas of the Literacy curriculum as mapped out against National Curriculum statutory requirements seen below.

How do we implement the Literacy curriculum?

- We ensure fidelity to the Read, Write Inc phonics scheme
- We have daily writing lessons YR-Y2 to ensure quality writing opportunities are provided with talk for writing strategies implemented.
- Daily Talk Through Stories lessons to build upon comprehension and vocabulary
- We use a mastery approach because it helps students develop into fluent, independent and highly skilled readers.
- Enquiry based? Why?
- Through ongoing CPD through Ruth Miskin so that staff have expert knowledge in literacy teaching
- Through clearly presented key concepts
- Clear articulation of content and knowledge.
- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- We use Robin Launder's, 'Making learning stick' strategies to help pupils embed key concepts in their long-term memory so that they can apply them fluently. We have a reading fluency session at the start of every reading lesson to enable pupils to remember prior learning through interweaving and retrieval practise.
- New knowledge and skills are built on what has already been taught
- Effective questioning techniques aid learners' progress
- Children are streamed for phonics to ensure needs are met and aid with progression.
- We adapt teaching at the point of learning to ensure the needs of learners are met and that they can continue to progress in sequence.
- Dual coding – presenting concepts both verbally and visually to enhance retrieval from memory.

How do we assess the Literacy curriculum?

- Assessment in literacy takes place at the point of learning as part of formative assessment. Pupils are given direct feedback to aid immediate progress and address misconceptions.
- Assessment at the point of learning assists teachers to plan the next steps for the next day.

- Teachers identify a pupils' attainment by identifying their place within the progression of skills and where this fits in relation to the steppingstones between the expectations for a particular term and the milestones at the end of the term.
- Children are assessed bi-termly by Literacy Leader to progress through phonics groups
- Extended writing pieces assessed bi-termly for summative assessment
- Oracy opportunities provided throughout curriculum and assessed in the moment to continually develop next steps

Progression of skills Through Read Write Inc Phonics Groups

	All children are supported to make progression from their own starting points. We carefully assess each child regularly between every 6-8 weeks and place them in a group with children at the same stage.
Group A Set 1 Sounds	The children may know a few single letter sounds. Lessons include teaching single letter sounds and assisting children to blend (using magnetic letters) in order to read CVC words. The children practise the formation of letters through the use of a phrase that is associated with the pictorial representation of the letter. After they have learnt the first few sounds they are taught to use 'Fred Fingers' to help them record simple words.
Group B Set 1 Sounds	The children know most single letter sounds and now need to learn to blend orally Lessons also focus on teaching gaps in single letter sounds.
Group C Set 1 Sounds	The children know most single letter sounds and are able to blend orally. The gaps in single letter sounds are taught and further vocabulary containing 'Special Friends'.
Ditty Group	The children know all Set 1 single letter sounds speedily and can blend sounds into words orally. They are able to Fred Talk most words. Lesson content involves continuing to teach and review Set 1 Sounds with the focus on the Special Friends sh ch th qu ng nk qu In addition the children learn to read the sounds and words needed to read a simple Ditty sheet each day. They also write a simple phrase or sentence related to the Ditty.
Red Group	The children know all Set 1 sounds speedily. They are able to Fred Talk most words and are now able to use the same skills to read alien/nonsense words. Lessons involve reviewing Set 1 Sounds and vocabulary. They also learn to read more words containing Special Friends and words that contain 4+ sounds. The children are now reading the Red Ditty Books. In Reception the lesson follows the format for the previous Ditty Group because the lesson is shorter. In Key Stage 1 groups the lesson will also include 'Speedy Green Words', 'Questions to Talk About', a second read of the Ditty and 'Complete a Sentence' in addition to 'Hold a Sentence'.
	By the end of EYFS
Green Group	The children are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons involve reviewing Set 1 Sounds and vocabulary containing 4+ sounds. Set 2 Sounds are now taught (ay ee igh ow oo oo or ar air ir ou oy) The Story Book lesson runs over three days. The children practise the Speed Sounds and Green Words related to the Story. They also practise reading Green and Red Words (common exception) speedily. They will answer questions about the story and practise building sentences orally. They read the story three times with the focus on building intonation and fluency. In addition to Hold a Sentence they proofread a sentence in order to correct spelling and punctuation errors. They also write simple sentences related to the Story Book. These may also be in the form of speech bubbles, lists, posters, recipes, letters or simple instructions.
Purple Group	The children are able to read most words speedily Lesson content is the same as for the Green Group, providing children who need it with further opportunities to practise and consolidate.

Pink Group	The children are able to read ay ee igh ow oo oo speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group. Writing activities also involve composing descriptive sentences, questions and responses and commands.
Orange Group	The children are able to read ar or air ir ou oy speedily. They are able to Fred Talk real and alien words and also read a range of real words speedily (no Fred Talk) Lessons continue to review Set 1 and 2 sounds. Set 3 sounds are now taught, the focus is on reading at this stage. (ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious The Story Book Lessons follow the same three day format and reading activities as detailed for the Green Group Writing: descriptive sentences, speech and thought bubbles, short sequenced narrative, shopping list, persuasive invitation and comparative description.
	By the end of Year 1
Yellow Group	The children are able to read alien words and real words containing Set 1 and 2 Sounds speedily (no Fred Talk) The Speed Sound Lesson reviews Set 1, 2 and 3 Sounds and now includes writing words containing Set 3 Sounds. The Story Book Lesson extends to five days. In addition to the previous activities (see green Group) the children will complete grammar and vocabulary activities and an additional proofread with the focus on grammar. The children are taught to spell Red and Green words, culminating in a Spell Check and Spell Test at the end of the week. Grammar: verbs, apostrophe, past tense (suffixes and adjectives) prefix –un, plurals using suffixes, joining words and clauses, compound words, adjectives, nouns, past tense statements Writing: sequenced narrative, poster, writing in role, short play, advertisement, leaflet, instructions.
Blue Group	The children are able to read a-e ea i-e o-e u-e oi speedily and alien words containing other Set 3 Sounds. They can read a text at 70+ words per minute The Speed Sound Lesson reviews Set 2 and 3 Sounds The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: noun phrases, verbs, adjectives, adverbs, past and present tense, commas in lists, apostrophe (omission), compound words Writing: newspaper report, writing in role, letter, invitation, poem, journey description, instructions, persuasive poster.
	By the middle of Year 2
Grey Group	The children are able to read ai oa ew oi ire ear er aw ow ure are ur speedily and alien words containing these and other Set 3 Sounds They can read a text at 80+ words per minute The Story Book Lesson follows the format and activities detailed for the Yellow Group. Grammar: co-ordination (or, and, but), progressive in past tense, commands, nouns, apostrophe (possessive), progressive in past and present tense, adverbs, suffixes (ful less), subordination (when if that because), adjectives, verbs, commands and statements, noun phrases Writing: informative poster, writing in role, instructions, list, recount, fact file, questions and answers.

Expectations of Progress for Read, Write Inc Scheme

	YR children can:	Y1 children can:	Y2 children can:
End of Autumn 1	Read single-letter Set 1 sounds	Read Purple Storybooks; read some Set 2 sounds	Read Blue Storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend sounds into words orally	Read Pink Storybooks; read all Set 2 sounds	Read Grey Storybooks
End of Spring 1	Blend sounds to read words; read short Ditty stories	Read Orange Storybooks; read some Set 3 sounds	Read Grey Storybooks with fluency and comprehension
End of Spring term	Read Red Storybooks	Read Yellow Storybooks	Access RWI Comprehension and Spelling programmes
End of Summer 1	Read Green Storybooks; read some Set 2 sounds	Read Yellow Storybooks; read all of Set 3 sounds	Access RWI Comprehension and Spelling programmes
End of Summer term	Read Green or Purple Storybooks	Read Blue Storybooks	Access RWI Comprehension and Spelling programmes

Writing Lessons Progression				
Skill		Reception	Year 1	Year 2
Text	Layout devices including punctuation for layout and organisation	Identify layout features in reading, naming key features (e.g. author, blurb, title)	Spaces between words Write lists, labels and captions Use title to predict content of book when reading	Use headings & sub-headings in reading to orientate round a text
	Building a series of sentences to create a whole text and develop cohesion.	Speaking: They develop their own narratives and explanations by connecting ideas or events <i>Match short sentences or captions to a series of several pictures</i>	Sequencing sentences to form short narratives	<i>Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story</i> Correct choice and consistent use of tense throughout writing
Sentence	Developing the content of a sentence: adding information	Reading: Children read and understand simple sentences. Writing: They write simple sentences which can be	How words combine to make sentences Read age- appropriate books fluently, e.g. using punctuation to convey meaning (<i>for example re- order a cut-up sentence based on the book</i>) Understand and orally use a variety of grammatical structures	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon)

		read by themselves and others		Add more information to a sentence through using adverbs ending in -ly , eg <i>She walked <u>quickly</u></i>
	Developing the structure of a sentence: using conjunctions to link ideas within a sentence	Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)]	Joining words and joining clauses using and <i>Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word</i> <i>Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or</i>	Subordination (using conjunctions such as when, if, that, because) and co- ordination (using and, but, or)
	Verb forms	Speaking They use past, present and future forms accurately when talking about events that have happened or are to happen in the future <i>Read words with simple suffixes, for example –ed, -ing and –s, both in phonics and text reading.</i> <i>Spell simple words with the suffixes –ing and –s</i>	<i>Use present tense e.g. She helps the boy.</i> <i>Use past tense e.g. She helped the boy.</i> Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word (also see 'Verbs' section below) Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)	Use present progressive: <i>She is helping the boy.</i> Use past progressive: <i>She was helping the boy.</i>

Punctuation	Use of apostrophes	<i>Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context</i>	Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) <i>Spell some contracted words, as part of Common Exception Word</i>	Use apostrophes to mark where letters are missing in spelling Use apostrophes to mark singular possession in nouns (for example, the girl's name)
	Demarcation to mark sentence boundaries	<i>Show awareness of punctuation in reading and begin to use full stops in writing</i> <i>Identify capital letter, full stop</i>	Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use capital letters for names & the personal pronoun I Compose sentence orally before writing it.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately.
	Demarcation within sentences	<i>Understand the concept of a word</i> <i>Read word by word (one to one correspondence)</i>	Separate words with spaces <i>Know to use capital letters for proper nouns e.g. days of the week, places and people's names</i>	Use commas to separate items in a list <i>Accurately use capital letters for proper nouns e.g. days of the week, places and people's names</i>

Word: Understanding how grammar influences word formation	Nouns	<i>Form words that are plural nouns by adding '-s'</i>	Spell regular plural noun suffixes (eg dog>dogs, wish>wishes) Write proper nouns with capitals (e.g. days of week, names) Read words containing –s, –es, endings (including change to root)	Form nouns using suffixes such as –ment, -tion, –ness, –er (e.g. enjoyment, action, fitness, baker) Formation of nouns by compounding (for example, whiteboard, superman)
	Verbs, adverbs and adjectives	<i>Form words that are adjectives by adding '-er' (longer, thicker), or verbs by adding '-ing' (quacking, going)</i>	Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper) How the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat) Read words containing –s, –es, –ing, –ed, –er and –est endings (including change to root)	Spell adjectives using suffixes such as –ful, –less Use the suffixes –er, –est in adjectives Use –ly in Standard English to turn adjectives into adverbs Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/ sound are mostly spelt '-al'
	Standard English	Writing: They write simple sentences which can be read by themselves and others <i>Spell some CEW accurately</i> Speaking: They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Read back words they have spelt Re-read what they have written to check that it makes sense Misspellings of words that pupils have been taught to spell should be corrected Spell CEW accurately Use letter names to distinguish between alternative spellings of the same sound Spell the words: was, were, are, am.	Use some features of written Standard English. Make correct choice and consistent use of present tense and past tense throughout writing Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

Terminology for pupils	(These terms could be used by teachers in the preceding year)	<i>Examples:</i> <i>author, illustrator, top line, bottom line, first letter, last letter, trigraph, label</i> <i>[Also see the 'HfL Guided Reading Booklet for YR-KS1' for full list of recommended terms]</i>	letter, capital letter word, singular, plural sentence , punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma
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