



Literacy at Milford

Intent

We want our children to develop a **lifelong love of language and literature**. We know that future success is linked directly to a **broad vocabulary, love of reading and ability to communicate effectively through text**. Therefore, our primary aim, through intelligent repetition and skilled teaching, is to ensure that children have numerous opportunities to achieve the reading and writing expectations for their age group. Children at Milford Infants' School will be **enthusiastic, confident and independent in their Reading, Writing and Oracy skills**.

We want to light a spark for literature through the teaching and reading together of quality texts. We know that story time is a vital part of this process and this is a highly prized part of our school day. We want our children to have the opportunity to escape with a good book and thus set in place positive reading habits to last a lifetime. We also want the writing process modelled for our children daily so that pupils see their teachers as writers and are surrounded by quality examples of text and modelled writing. Therefore, through clear expectations and inspiring role models, the children at Milford Infants' leave us secure in their knowledge and with a love of literature that will ensure they have every chance of being successful in later life.

We follow the 'English at a glance checklist taken from the Somerset Literacy Network for KS1 with EYFS'.

Implementation

At Milford Infants' School we meet the requirements of The EYFS statutory curriculum and the National Curriculum through skills focused whole class teaching. We focus closely on age related expectations ensuring that children have all they need to progress on to the next year group or key stage. These are stated on our 'English at a Glance' Progression document.

We plan coherently, including in our planning, all aspects of the English curriculum. We include skills in a well thought out unit of work that enables children to make links, apply taught skills in a context and see a purpose to their work. We use progress grids to ensure that learning is well sequenced and children master content before moving on.

We take our time and do not rush through content. We give our pupils many opportunities to apply their learning in different contexts. We know that learning has to become part of a child's long-term memory for it to be effective, consequently we know that intelligent repetition and skilled teaching is the key for this to be the case.

When adapting this curriculum to meet the needs of all children especially those with SEND we make reasonable adjustments, using practical, concrete, realistic and stimulating resources to simplify the concepts that are being taught. With support the pupils will overlearn and recap the 'sticky knowledge' and key vocabulary.

Phonics and Reading

At Milford Infants' our vision is that children will become fluent, skilled and attentive readers with a genuine lifelong love of reading. Effective phonics teaching is the first step to achieving this. We follow the DFE validated Scheme 'Supersonic Phonic Friends'. Children begin their phonic journey in the Pre-School where they have playful daily, repeated experience, exposure and enjoyment of General Sound Discrimination and Phonological awareness.

In School children are taught the 44 phonemes (sounds), to recognise 'tricky/sight words' which are not phonetically plausible and the core skills of segmenting and blending. Our teaching is systematic and synthetic.

In Reception children start their phonics journey after a two weeks settling in period. To begin with children are immersed in phonics; When a new phoneme is introduced during the phonics session the children engage in a rich environment linked to the phoneme. Linked provision enables children to practise and apply what they have learnt. The following day the children will have a 30 minute Phonics session on the same phoneme. After the first term, Reception move to 30 minute daily phonic sessions where new learning is practised and applied during adult led activities.

In Key Stage 1 stand alone Phonics takes place every day at a consistent time during the day for at least 25 minutes. A new 'Spelling for the Sound' is taught across two days with the first session focussing on Reading then the next on Writing. There are opportunities for children to practise and apply the phonemes they have learnt that week through Adult Directed and Led activities during Literacy lessons, linked provision, during interventions and through 'end of the day catch ups'.

Our team of highly skilled teachers have all been trained by one of the founding members of the scheme. Our teachers and teaching support staff take part in regular in-house training ensuring consistency and best practice is delivered. Children's progress is continually reviewed. If a child is identified as working below the expected level, additional support is given and parents are informed and advised how they can best help their child. As repetition is a vital part of a child's phonics learning, parents are encouraged to support their children in practising using resources provided.

When children are able to recognise graphemes (written representation of the sound) and confidently blend they are provided with books to take home. Home reading books are progressive and sequenced by book bands. We have a range of books from a variety of publishers to entice and engage all readers. All books are closely matched to the phonemes children have been taught in school. This ensures that children can independently read all (or almost all) of the words, using the phonic rules they know and their blending skills so experience success. Repeated readings of the text support their increasingly fluent decoding.

We hold Phonics open mornings and 'Learn with your Child' sessions with a Reading focus every year to support parents in understanding how we teach early Reading and to enable them to support their children in the exciting process!

The National Phonics Screening Check is performed in June of Year 1. The purpose of the screening check is to confirm that all children have learned phonic decoding to an age appropriate standard. Children who do not meet the required standard for the check in Year 1 enter again in Year 2 and receive additional intervention support.

We also prioritise accurate decoding, fluency and comprehension through explicit reading sessions. In Reception and Year 1 (when children are confident in blending and receive their first reading book) children read 1:1 with an adult. There is a strong focus on Choral reading in Year 1. Children read as a class for a 20 minute session three times a week. This may have a fiction, non-fiction, songs or poetry focus. In Year 1 Poetry recitals take place every half term providing an opportunity to celebrate and perform. In Year 2 children take part in Guided Reading 2 times a week.

We use high quality texts as a starting point for all our units of work. Whole class reading starts our units with a close focus on modelled reading strategies, reading skills and vocabulary. We know that quality texts inspire and motivate children and we encourage exposing children to a range of different texts.

We give children many opportunities to access the school Library. Children are encouraged to relax with a good book – every classroom has a reading area. and weekly visits to the library are timetabled across the school. We know that good readers are good writers and our children are read to daily. We encourage them to 'magpie' words and phrases into their own writing and aim for our classrooms to be vocabulary rich environments.

During daily story times our fantastic staff create a love of reading by reading aloud a range of stories, poems, rhymes and non-fiction that develop children's vocabulary and language comprehension.

Story time is timetabled by the teacher to take place at least once a day in every class. This is often at the end of the day, during snack time, or before lunch etc. Story time usually last for around 15 minutes. The teacher chooses a text, often based on the class topic or interests. This will sometimes be an extract from a longer story, a poem, a non-fiction book but more often than not; a story. The teacher will model justifying the choice of text. Sometimes children are asked to choose texts and are encouraged to discuss their choices.

Story time is an opportunity to model using expressive language, introduce and discuss new vocabulary, teach comprehension, discuss ideas and mainly to instil a love of reading.

Literacy lessons

In the Spring term Reception carry out four Literacy sessions a week. Lessons are planned based on a clear progression of skills and based on children's interests and cultural capital.

Year 1 carry out four Literacy sessions across 2 mornings as well as two handwriting sessions.

Year 2 carry out a daily Literacy session as well as handwriting three times a week.

Our aim is to create independent writers who can apply the skills they have been taught to have a positive effect on a reader. We follow Talk for Writing processes to immerse children in quality texts before following the imitation, innovation, independent application movement which is adapted to the children's stage of development.

We know it is vital that children see their teachers write daily and know that effective writing takes time and effort. We place a strong focus on oral composition of sentences and dictating sentences so children can focus on their transcription skills freeing up working memory. We also frequently model the writing and editing process in front of our classes and encourage pupil input through shared and guided writing. By teaching this way, we can scaffold and support our children's writing and aim to make our expectations clear. We ensure that we keep things simple so children can master skills before moving on.

At Milford Infants' School, fiction, non-fiction and poetry is taught through blocks lasting 2 or 3 weeks. These are identified on our long and medium term plans for Literacy.

We encourage a close focus on skills and age group expectations through termly moderations both internal and with other local schools. We are reflective and use this process to identify gaps in our own teaching and standardise our judgements.

KS1 Planning Process

Create a Literacy overview identifying genres to be covered throughout the Academic year. Texts and genres are chosen to link with our topic where appropriate.

Create medium term planning using objectives from the National Curriculum. Medium Term Planning to include objectives, key vocabulary and an outline of activities to be covered each week.

Create short term -weekly planning taking objectives from the Medium Term Planning and expanding from the activities identified in weekly columns.


Impact

Academically, the impact of our curriculum is strong. Attainment in the Phonics Screening Test at the end of Year 1 is good as are outcomes at the end of Reception and Key Stage 1.

Assessment quickly identifies any child who is falling behind the phonics programme's pace so that targeted support can be given immediately. In Reception and Year 1 phonics assessments are carried out at the end of every half term. Pencil grip and Handwriting (and Phonics screening checks for Year 1) are also carried out at set points through the year. Literacy assessments including handwriting and phonics are carried out termly in Year 2. These are used to inform further teaching and interventions. Children whose speech is causing concern are assessed using the 'Articulation Screener'. As a result of this, Speech and Language Referrals are carried out. The Talkboost intervention is used in both Early Years and KS1 to support Oracy; improving children's talking and understanding of words.

Formative Assessment is used throughout sessions to check children's understanding through observation and questioning. Teachers give verbal next steps and/ or record them as thought bubbles on the children's work.

 Fantastic

 Very good

 Good





Next step

Teachers look at the work that the children are producing and use live marking where possible. Teachers use marking symbols from the whole school marking policy to mark the work.

Identified pieces of work are used for summative assessment. Teachers use the assessment sheet, which has been devised using the objectives from the Teacher assessment frameworks at the end of key stage 1 (For use from the 2018/19 academic year onwards). These have been adapted for Year 1 by Somerset Literacy Network and Team Leaders.

Progress will be monitored and evidence collected to show Teaching of Literacy and Phonics through planning, work scrutiny, learning walks, lesson observations and discussions with the children. From this as a school we can consider our strengths and what needs to be improved. This will be used to feed into the SEF, SDP and to identify any professional development opportunities.

Opportunities for monitoring

Autumn Term lesson observations

Work/book scrutiny

Feedback

Moderation in teams

Pupil Progression analysis at end of Autumn, Spring and Summer term. These are used in Autumn and Summer for Pupil Progress meetings.

Opportunities for training

Subject leader termly update meetings

Staff meetings

TA training

Presentation to Governors

Y2 teachers moderating

Y1 teachers moderating

KS1 and Reception moderation with other schools

Lesson observations and feedback

TA performance management learning walks and feedback meetings.