



### Principles

At Loughton Manor we believe that Reading, Writing and Communication & Language are among the most essential skills needed, not only to enable best progress in all areas of our rich and varied curriculum, but also in serving as a major factor in contributing to our overall well-being.

The varied facets of our school environment aim to give Reading an **'omnipresent profile'** (National Literacy Trust, 2008) promoting both the importance and joy that it harnesses. We aim to impress upon our children, parents and staff a culture that not only sees reading merely as a functional tool but also **'a mechanism by which we can acquire knowledge, new ideas and gain a greater understanding of the world around us whilst providing enjoyment.'** (United Kingdom Literacy Association, 2016)

We recognise that thorough and consistent use of systematic phonics teaching is the predominant, most effective method for children of all abilities to learn to read and write. We also make clear that these methods underpin a broad and rich reading curriculum which builds on children's own experiences and interests, which engages children and teachers alike.

Our approaches to Literacy at Loughton Manor are always grounded in rich and comprehensive research. **'The National Literacy Trust cites overwhelming evidence that literacy has a significant relationship with a person's happiness and success. A deep engagement with storytelling and great literature link directly to emotional development in primary children.'** (Rose Review, 2008)

We recognise that we have a responsibility to go beyond embedding a solid infrastructure of phonic knowledge and skills. **'Restricting children to an unbalanced diet, the thin gruel of a phonics dominated approach, is a recipe for lowering standards and turning children against the written word.'** (UKLA, 2010). We work tirelessly to enable every child to become proficient in their use of phonic strategies whilst simultaneously fostering a life-long love of literacy, as it's not the mechanics of reading alone but the pleasure gained from text that has the power to enrich and positively alter young lives; **'Reading for pleasure is more important for children's educational success than their family's socio-economic status'** (OECD, 2002)

We aim to provide literacy knowledge, skills and understanding sufficient for all children to be able to access junior school curriculums with confidence and to support and guide them in their wider life and on into adulthood.

By the time children leave Loughton Manor First School at the age of seven, they will:

- Have learnt the skills to become an effective and competent reader
- Have been stimulated by a range of 'potent' texts and developed their own interests and preferences, reflecting on their reading
- Be able to read for different purposes
- Use writing to express ideas, with confidence and enjoyment
- Be able to write for a variety of purposes and audiences
- Have an understanding of the inextricable links between reading, writing and spoken language
- Be competent communicators in a range of contexts and audiences
- Be able to communicate imaginatively and express personal feelings, opinions and viewpoints
- Learn collaboratively with their peers
- Have developed language vocabulary and use of standard English in order to communicate clearly, coherently and with accuracy

Reading at home provides vital opportunities for reading practice, allowing children to further embed the skills they have learnt in the classroom. We recognise the vital importance of the home reading environment as being a rich resource that can allow children to recognise the reading process itself as important and enjoyable. We work tirelessly to support and encourage daily reading practice at home through the use of home/school reading diaries, letters and emails offering 'hints and tips' and regular Reading and Phonics parent workshops. For our many EAL children we make a point of encouraging parents to read them stories in their home language, helping them to understand how language works in more than one context and ensuring that their comprehension skills are not adversely affected. Throughout the range of ages and stages at Loughton Manor reading takes precedence over any other form of homework. Moreover, we are unwavering over our expectation of the frequency that this should occur at home (before starting school parents sign our Home/School agreement, part of which states that parents will support their child with reading at home).

Parents benefit from a wider range of parent workshops supporting Literacy development including Early Handwriting/Write Dance and 'The Importance of Play' which among other important factors highlights strategies and benefits for children's communication and language skills.

As well as visiting our own library here at school we maintain close links with local bookshops and the Milton Keynes Library Service. We visit the

main library at Central Milton Keynes and also take steps to ensure that every child, without exception is given a MK library card. These actions, as well as a varied plethora of other ongoing strategies accumulate over time showing that encouraging a love of Literacy is a major part of our ethos. We aim for our children to leave us not only with knowledge and skills but also an infectious excitement about Literacy that will provide happiness and success for the rest of their lives.



## Progression in Literacy Skills and Understanding

KEY VOCABULARY	Foundation Stage	Year 1	Year 2
Vocabulary that children should know, understand and be able to demonstrate	Book, page, author, picture/illustration, 'blurb', letter, word, sentence, story, fiction / non-fiction, list, letter, sound, phonics, 'froggy fingers, grip, word/finger spaces, song, rhyme, poem, character, setting, mark-making, scribbling, roleplay, spelling, handwriting, 'curly caterpillar, 'long ladder', 'one arm robot', 'zigzag monster', 'key words', capital letter, full stop.	As FS plus: Grapheme, phoneme, digraph, trigraph, decode/segment, blend, suffix, prefix, grammar, common exception words, statement, question, exclamation, command, noun, adjective, verb, exclamation mark, question mark, plural.	FS/Year 1 plus: Root word, homophone, contraction, proper noun, expanded noun phrase, adverb, apostrophe, speech marks, editing, subordination, coordination, comma, tense.
Com. & Language / Spoken Language	Foundation Stage (ELG in bold)	Year 1	Year 2
<b>Listening and attention</b>	Maintains attention, concentrates and sits quietly during appropriate activity.  Two-channelled attention.  <b>Children listen attentively in a range</b>	<b>The following statements are taught to all KS1 at a level appropriate to the pupils building on oral skills taught in FS.</b>  Listen and respond appropriately to adults and their peers.	

	<p><b>of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</b></p> <p><b>They give their attention to what others say and respond appropriately, while engaged in another activity</b></p>	<p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>
<b>Understanding</b>	<p>Respond to instructions involving a two-part sequence.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p> <p>Follow a story without pictures or props.</p> <p>Listen and responds to ideas expressed by others in conversation or discussion.</p> <p><b>Follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</b></p>	<p>Ask relevant questions to extend their understanding and knowledge.</p> <p>Listen and respond appropriately to adults and their peers.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring.</p>
<b>Speaking</b>	<p>Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Use language to imagine and recreate roles and experiences in play situations.</p> <p>Link statements and sticks to a main theme or intention.</p> <p>Use talk to organise, sequence and clarify</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Use relevant strategies to build their vocabulary.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>Use spoken language to develop understanding through speculating, imagining and exploring.</p> <p>Speak audibly and fluently with an increasing command of Standard English.</p> <p>Participate in discussions, presentations, performances and role play.</p>

	<p>thinking, ideas, feelings and events.</p> <p>Introduce a storyline or narrative into their play.</p> <p><b>Express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events and develop their own narratives and explanations by connecting ideas or events.</b></p>	Gain and maintain the interest of the listener(s).	
<b>Reading</b>	<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Word Reading</b>	<p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p><b>Children read and understand simple sentences.</b></p> <p><b>They use phonic knowledge to decode regular words and read them aloud accurately.</b></p> <p><b>They read some common irregular words.</b></p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound.</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [e.g, I'm, I'll, we'll], and understand that the apostrophe</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out</p>

		<p>represents the omitted letter(s).</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>	<p>unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Reread these books to build up their fluency and confidence in word reading.</p>
<b>Comprehension</b>	<p>Continues a rhyming string.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p> <p><b>They demonstrate understanding when talking with others about what they have read.</b></p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>being encouraged to link what they read or hear to their own experiences.</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>recognising and joining in with predictable phrases.</li> <li>learning to appreciate rhymes and poems, and to recite some by heart.</li> <li>discussing word meanings, linking new meanings to those already known.</li> </ul>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>discussing the sequence of events in books and how items of information are related.</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>being introduced to non-fiction books that are structured in different ways.</li> <li>recognising simple recurring literary language in stories and poetry.</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>discussing their favourite words and phrases.</li> </ul>

		<p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary.</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>discussing the significance of the title and events.</li> <li>making inferences on the basis of what is being said and done.</li> <li>predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to them</p>	<p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> <li>drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>checking that the text makes sense to them as they read, and correcting inaccurate reading.</li> <li>making inferences on the basis of what is being said and done.</li> <li>answering and asking questions.</li> <li>predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<b>Writing</b>	<b>Foundation Stage (ELG in bold)</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Transcription</b>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Begin to break the flow of speech into words.</p>	<p>Spell:</p> <ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes already taught.</li> </ul>	<p>Spell by:</p> <ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes,</li> </ul>

	<p>Hear and says the initial sound in words. Can segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p><b>Use their phonic knowledge to write words in ways which match their spoken sounds.</b></p> <p><b>They also write some irregular common words.</b></p> <p><b>Some words are spelt correctly and others are phonetically plausible.</b></p>	<p>common exception words.</p> <p>the days of the week.</p> <p>Name the letters of the alphabet:</p> <p>in order.</p> <p>using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes:</p> <p>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>using the prefix un–.</p> <p>using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>Apply simple spelling rules and guidance, as listed in ‘English appendix 1’.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>spelling many correctly.</p> <p>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>learning to spell common exception words.</p> <p>learning to spell more words with contracted forms.</p> <p>learning the possessive apostrophe (singular) [for example, the girl’s book].</p> <p>distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules and guidance, as listed in English appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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<p><b>Handwriting</b></p>	<p>Taken from 'Physical Development': 'Moving and Handling'</p> <p>Show a preference for a dominant hand.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Good control and co-ordination in large and small movements.</b></p> <p><b>They handle equipment and tools effectively, including pencils for writing.</b></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>
<p><b>Composition</b></p>	<p>Write own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p><b>Write simple sentences which can be read by themselves and others.</b></p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> <li>saying out loud what they are going to write about.</li> <li>composing a sentence orally before writing it.</li> <li>sequencing sentences to form short narratives.</li> <li>re-reading what they have written to check that it makes sense.</li> </ul> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read their writing aloud, clearly enough to be heard by their peers and the teacher.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional).</li> <li>writing about real events.</li> <li>writing poetry.</li> <li>writing for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what they are going to write about.</li> <li>writing down ideas and/or key words, including new vocabulary.</li> <li>encapsulating what they want to say, sentence by sentence.</li> </ul>

			<p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils.</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>proofreading to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p><b>Vocabulary, grammar and punctuation</b></p>	<p><b>(Communication &amp; Language: Speaking)</b>  Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>leaving spaces between words.</li> <li>joining words and joining clauses using 'and'.</li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>learning the grammar for year 1 in 'English appendix 2'.</li> </ul> <p>Use the grammatical terminology in</p>	<p>Develop their understanding of the concepts set out in <u>English appendix 2</u> by:</p> <ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly - see <u>English appendix 2</u>, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>sentences with different forms: statement, question, exclamation, command.</li> <li>expanded noun phrases to describe and specify [for example, the blue butterfly].</li> </ul>

		'English appendix 2' in discussing their writing.	<p>the present and past tenses correctly and consistently, including the progressive form.</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>the grammar for year 2 in 'English appendix 2'.</p> <p>Use and understand the grammatical terminology in 'English appendix 2' in discussing their writing.</p>
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### **Implementation**

Further details of timetabling and organization of the English Curriculum are to be found in the English Subject Policy.

Key implementation principles are:

- Daily Phonics sessions
- Daily English lessons
- '5 a day' stories (Spoken, books, jokes, poems, songs etc.)
- Performances: a minimum of Harvest Assembly, Family Carol Concert and Mother's Day Assembly, FS2 Nativity; End of term performances, Spring (Yr 1), Summer (Yr 2) Leavers' Celebration
- Whole year groups plan sequences of learning together to ensure pupils are able to connect new learning to existing knowledge and skills
- All Phonics and Literacy related lessons contain age and stage appropriate differentiation.
- Teachers are led by 'Primary English Specialist' English Manager
- Every classroom has a specific independent reading area
- Spellings sent home to embed Phonic learning in KS1 (Emphasis on 'Spelling Quiz' not test!)
- Consistent and regular use of talk / drama for writing strategies
- Consistent use of interactive 'working walls' to aid pupil learning
- Writing displays given prominence in main entrance displaying all stages from Nursery to Year Two.
- Regular events to encourage reading and writing for pleasure. These include: workshops, whole school writing events, World Book Day, after school reading events, library visits, author visits, book fairs and clubs etc.

### **Differentiation and Inclusion.**

The teacher, via observation, will make opportunities for children who need additional support to be supported, either by proximity to confident accurate pupils or an adult to enable participation.

Some children with SEND will participate with the support of 1:1 adult, who gauges the appropriateness of the activity and modifies as needed. Opportunities for children to lead and develop ideas will contribute to the extension for more able children.

### **Assessment**

Foundation Stage children are assessed using the Early Years Foundation Stage Curriculum and will be assessed to be Emerging, Expected or Exceeding at the end of FS2. In Key Stage One teachers use the Target Tracker program to assess children against the National Curriculum objectives.

For finer detail regarding assessment of English please refer to the English Policy.

### **Impact**

Our approach to Literacy ensures children:

- gain pleasure from reading and being read to
- discuss books with excitement and interest
- develop preferences and interests
- enjoy different genres of reading and writing
- show pride in their achievements
- know that others value their efforts
- show progress in knowledge, skills and understanding
- feel safe and secure enough to become adventurous in their use of language
- respond to feedback
- use classroom resources to support their learning
- have progress and attainment regularly, individually monitored to ensure any necessary action / intervention is timely and effective