

Literacy Pathway

LEARN with Longhaugh

Listening and Talking

- P1- The Big Talk is used to develop listening and talking skills at an early level
- Teaching children to listen
- Weekly speech and language inputs with infant classes.
- Word Aware
- P2-P7 -Developing oracy through Voice 21

Reading

Learn to Read

- The RWI programme is a progressive reading scheme which is used for P1-P4.
- RWI Book Bag Books support home learning with a book sent home weekly
- RWI teachers to read the linked text on day 1 of each new book
- RWI Comprehension is a bridge for children who are finished the reading programme but not yet ready to go onto Reflective Reading.
- There is a folder on Glow with RWI support materials
- RWI Leaders- Miss Short and Miss Hunt

Read to Learn

- Prior to using task maps every class should have a skills focus at the start of each session
- From P4 to P7 children can use Literacy World as a reading framework.
- Use Reflective Reading pedagogy with any appropriate texts. Texts can be linked to IDL, HWB, current affairs, pupil interests.
- Texts include: written words, poems, songs, posters, leaflets, packaging (anything with printed words), oracy resources, films, videos, pictures.

- **Reading for Enjoyment**

- CT to read a class book/novel to the children for 15 minutes each day
- Plan time for children to read independently for 10 minutes 3 times a week

Writing

- Teach writing in context on Day 3 or 5 of RWI programme
- VCOP should be taught explicitly within context of reading and writing lessons
- Daily write/ Tools for Writing should take place three times per week
- Refer to DCC Progression pathways for grammar and spelling (Literacy Circles can be used as a quick reference, but these will be phased out)
- Core writing should follow the Stephen Graham frameworks for explicitly teaching text types
- Writing resources include: Big Write; Literacy World; PM Writing; Literacy Shed Plus; various photocopiable books for different text types to reinforce learning.

Sequence for teaching text types

- Description should be taught first
- Each session should include: 1 persuasive text; 2 imaginative; 2 informative, in no particular order (Refer to Explicitly Teaching Text Types Progression Framework Supplement in planning folders)

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- Extended writing pieces should be assessed using the Braeview Cluster assessment grids – 1 cold piece and 1 hot piece per text type. This will result in 5 summative assessed pieces across a session.

Teaching Structure

- Pupils need experience of the text type they are studying. Evaluate, examine, investigate, analyse and annotate lots of examples.
- Teacher models planning, then how to turn notes into sentences and paragraphs.
- Model each section of a text type, e.g. introduction, sub-headings, conclusions

Spelling

- P1-P4- Daily spelling through the RWI programme
- P4 –P7 to use a variety of resources as appropriate to each class; Nelson Spelling; Active Spelling boxes; RWI Spelling; topic-related vocabulary.

Handwriting

- Our aim is to develop accuracy, neatness and fluency in handwriting
- P1 – 2 – daily practice of gross and fine motor skills (Dough Disco etc)
- P3 – 7 – regular practice of fine motor skills (gross when necessary)
- 10 – 15 minutes daily teaching of letter formation and practice
- P1 – begin with patterns, mazes, join the dots etc. Use Write from the Start fine motor skills programme
- P3 this is a crucial stage where incorrect letter formation should be remedied.
- P4– 7 – regular practice of fine motor skills (gross when necessary)
- Make patterns and letters using sand, playdough, different materials
- Ensure correct pencil grip, with all writing implements, – use grips if and when necessary
- When pupils are ready, letters to be taught in the following order, with flicks as shown:

1. c, o, a, d, g, p, q
2. r, n, m, h, b, k
3. l, t, j, f
4. v, w, u, y
5. e, x, s, z
6. numbers
7. CAPITALS

- Begin with blank paper and progress to lines once formation is correct
- Introduce joins in p3 if pupils can correctly form letters
- Resources available on Glow in literacy folder

Literacy Leaders

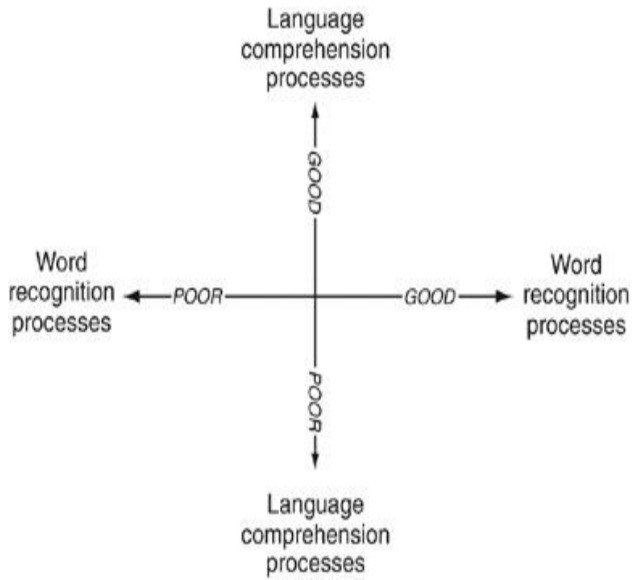
Miss Short & Miss Hunt – P1-P4

Mrs Brady- P4-P7

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Simple View of Reading



Simple View of Writing

